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ABSTRACT

This manual is intended for use primarily as a guide to assist in the planning, organization, and implementation of preservice and inservice training of community educators. The material presented here describes the goal, objectives, basic training and rationale, planning, activities, resources and equipment, and evaluation of each of five workshops: (1) Superintendents' and School Board Members' Community Education Awareness Workshop, (2) Institute for New Community Educators, (4) Workshop for Experienced Community Educators, and (5) Workshop for Special Groups. An appendix, which makes up approximately one-half of the manual, includes forms and handout materials found to be useful in organizing and conducting workshops. (YLB)

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COMMUNITY EDUCATION TRAINING MANUAL

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COMMUNITY EDUCATION TRAINING MANUAL

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Introduction

This Community Education Training Manual has been compiled to be used primarily as a guide to assist in the preservice and inservice training experiences of community educators. The suggested ideas which are presented have come as a result of observations, experiences, and participants' evaluations of workshops over the past ten years in which the Center for Community Education has been involved in training.

The information contained in the manual has been found to be extremely useful in planning, organizing, and implementing community education training. It is not intended to be all inclusive, and hopefully, it will be revised frequently as we seek to improve the quality of the training experience for community educators and others. Examples of actual community education training workshops with community educators and non-community educators, school personnel, and non-school personnel, are given. Approaches and methodologies cited can be adapted to fit the trainer's skills and the needs of the audience.

It should be pointed out that the success of workshops sponsored by the Center is due, in large measure, to the fact that almost without exception, they are planned with input from representatives of the Texas Education Agency and the Texas Community Education Association.

The material presented describes the goal, objectives, basic training unit and rationale, planning, activities, resources and equipment, and evaluation of each of five to six workshops in the sequence in which they are conducted. The appendices include forms and handout materials found to be useful in organizing and conducting the workshops.

The training workshops given during the year are as follows:

1. Mid-Summer - Superintendents and School Board Members Community Education Awareness Workshop (Primarily for Superintendents and School Board members from school districts with new community education projects.)
2. Early Fall - Institute for New Community Educators (Week long intensive training for new community educators)
3. Mid-Year - Midyear Workshop for New Community Educators (This is a followup workshop for first year community educators)
4. Early Spring - Experienced Community Educators Workshop (This workshop is for those community educators who have been involved for more than one year. A special topic is selected and participants are given the opportunity to share ideas and materials. Also, future plans and goals for community education are determined.)
5. Late Spring and/or Mid-Fall Workshops for Special Groups (This is usually a one day community education awareness workshop for such interest groups as PTA, Library Association, School Administrators, Community Councils, and parents.)

Superintendents' and School Board Members'
Community Education Awareness Workshop
(Ideas and methodologies presented could be used
for K-12 school personnel at any level)

I. Goal

The goal of this workshop is to provide superintendents, Board Members and other school personnel with an orientation to the community education concept, TEA expectations, and ideas for the successful implementation of community education in their respective school districts.

II. Objectives

A. Participants will be given an orientation to the community education concept and the differences between the community school and the traditional school.

B. Participants will be made aware of the implementation steps of the elements of community education.

C. Participants will be made aware of the role of the coordinator/director in the development of community education.

III. Basic Training Unit and Rationale

The key elements to successful community education projects in our state have been the support and encouragement of local chief school administrators and School Board Members. Inservice awareness and training for these groups which emphasizes the community education concept and the implementation steps involved will strengthen existing projects and increase the number of new ones. It is essential to continue to co-sponsor an annual community education awareness training session for these groups.

In order to facilitate attendance, the workshop is held in a central location such as Austin, in conjunction with the annual Community Schools (organization of small schools in Texas) Workshop, at which school administrators and Board of Trustee members are in attendance.

This Superintendent's and School Board Member's Workshop is co-hosted by TEA and the Center for Community Education at Texas A&M University.

IV. Planning

(In addition to the "Meeting Planners Checklist" found in Appendix A, p. 54,) the following plans and preparations are suggested for this workshop.

Representatives from the Texas Education Agency and the Center for Community Education meet in the spring to plan the format and content of the mid-July, one day workshop, which is held in Austin. Although the previous year's agenda is used as a guide, formal and informal evaluations of the previous year's workshop are used to modify and strengthen the program for the current year's workshop. (See attached copy of evaluation instrument in Appendix A, p. 55.)

After the format and content of the workshop are planned, other advance planning and preparations which need to be made are as follows:

A. Facility and Special Service Reservations

Secure a facility large enough to accomodate the projected number of participants. (Should be done at least 6 months in advance. Reserve a block of guest rooms for participants at hotel. Arrange for coffee, refreshments, and any catered meals at the meeting location. Make sure to request written confirmation of the reservations. (See Appendix A, p. 56)

B. Inform Participants

Potential participants (Superintendents and School Board members) are informed by the Texas Education Agency (See Appendix A, p.57)concerning the workshop. Accompanying the letter is an attendance confirmation form (See Appendix A, p.58.) The letter includes all details of the workshop, including address, available guest rooms, meeting times, and participant expectations. The letter and form is mailed to the potential participants by mid-June.

C. Participant Packets

Participant packets contain the following:

1. Workshop agenda (See p. 8)
*2. A brochure explaining the community education concept
*3. Texas Education Agency established minimum elements for community education projects (See Appendix A, pp.59-61)
*4. Handout on the role of the Community Education Coordinator (See Appendix A, pp.62-63)
*5. A brochure explaining the role of the Center for Community Education at Texas A&M University.
*6. Optional - Booklet entitled, "A Superintendent's Handbook for Community Education Involvement"(Appendix, B,#10)
*7. A one page sheet explaining the role of TEA. (See Appendix A, p.64)

V. Activities, Resources and Equipment (Workshop Agenda)

The agenda (see attached sample, p. 8) for this group must be concise and to the point. It is advisable to begin the session the day before the Community School's Workshop at 2:30 p.m., and go until 4:30 p.m., with an optional social hour from 4:30 to 6:00 p.m. A mid-afternoon starting time gives the participants enough time to have lunch and get checked into their hotel.

The second day of the workshop should begin at 8:30 a.m. and conclude by 11:00 a.m. The early dismissal gives the participants time to arrive at the Community School's Workshop at 1:00 p.m. on the U.T. campus.

It is effective to have several of the presentors be Superintendents and Board members from successful community education projects. Such presentors have the ability to motivate and to relate to the Superintendents and Board Members in the audience. The presentors should be informed well in advance as to the number of participants, their exact role, and the overall theme of the conference. Honorarium allotments, per diem, etc., should also be made clear to them

The content of the agenda should address the three objectives listed on page one. (See Sample Agenda, p. 8) Suggested resources, activities, and content include the following:

First Day

*1. Film: "Strategies for Establishing Community Education" - This is an excellent 16 mm, 25 minute film that explains how community education fits into the day-to-day operation of the school. Characters in the film are, for the most part, school personnel. Past experience has shown that the film does an excellent job of stimulating questions and concerns, for the discussion that follows the film.

*2. Transparencies: Multicolored Overlays to Explain Community Education - As a lead-in to the discussion following the film, the presentor might also use the transparencies developed by the Texas Education Agency to explain the community education concept, (See Appendix A, pp.65-74), how it fits into the total K-12 program, and brings the community and school closer together in "educating" people of all ages.

3. Oral Presentations: Superintendent and Board member's Perspectives of Community Education - These presentors should have been given guidelines beforehand as to expectations. Presentations should center around an explanation of community education successes in their own districts and how similar successes can take place in the participants' districts if they follow the suggested strategies given to them.

4. Social Hour: An optional social hour can be beneficial. It provides for a relaxed, informal atmosphere where participants can get better acquainted with each other and ask questions of resource persons.

Second Day

*1. Oral Presentation: Minimum Elements for Initiating Community Education - This is done by a Texas Education Agency representative, who explains the minimum elements that must be in place over a period of time in order for the school district to be in compliance with Texas Education Agency expectations. Copies of the minimum elements are found in the participants' packets. This person also indicates how and why such elements become the logical strategies for implementing community education.

*2. Film: "Role of the Community Education Coordinator" - The 16 mm., 25 minute film, precedes a panel discussion on the role of the Community Education Coordinator. The film does an excellent job of portraying a typical workday in the life of a Community Education Coordinator, and the various situations, problems, concerns, etc., which he/she deals with. The transparency or handout (See Appendix A, p.75),"Community Education Coordinator as Seen by Others," is a good lead-in to the panel discussion.

3. Panel Presentation: The panel, comprised of a Superintendent, a School Board member and a Community Education Director, reinforces what is portrayed in the film and on the transparency/handout. It is important that the presentors emphasize that the Community Education Coordinator must be given flexibility, support, and understanding. His/her role is much different than any other's in the school. He/she must have the full and active support of the Superintendent if the project is to be a success. Each of the panel members reinforces this and indicates why their coordinators are successful. Time is allotted at the end of the panel presentation for questions and answers.

4. Role Clarification: Role of the Center for Community Education, the Texas Education Agency, and the Texas Community Education Association - Representatives from the three groups listed above briefly explain their roles in the development of community education throughout Texas. Since the three groups work

close together in a concerted effort to promote, expand, and clarify community education, it is imperative that school personnel understand that the Texas Education Agency's role is primarily regulatory in nature, the Center for Community Education's role is primarily that of providing technical assistance training in the development of community education, and the Texas Community Education Association's role is primarily that of providing for a political forum for its members, as well as to assist in promoting community education and keeping members informed of current issues and trends.

5. Evaluation: Planning for the next workshop starts with the evaluation of this one. A written evaluation (See Appendix A, p. 55) by participants, as well as the sponsor's observations are important in order to improve the quality and effectiveness of the successive workshops.

Thank you letters to presentors are a must!

*Films, transparencies, and materials cited are on file with the Texas Education Agency, Division of Adult and Community Education.

SUPERINTENDENT'S AND SCHOOL BOARD MEMBER'S COMMUNITY EDUCATION AWARENESS CONFERENCE

Sample Agenda

Sunday, July 18	TOPIC
1:30 - 2:30 p.m.	Registration
2:30 - 2:45	Welcome and Introductions - Director of Adult and Community Education, Texas Education Agency
2:45 - 3:30	Introduction to Film, "Strategies for Establishing Community Education"
3:30 - 4:15	What is Community Education? A Superintendent's and School Board Member's Perspective - Superintendent and School Board Member
4:15 - 4:30	BREAK
4:30 - 6:00	Social Hour - Optional (cash bar, chips and dips)
Monday, July 19	
8:00 - 8:30 a.m.	Coffee
8:30 - 9:15	Minimum Elements for Initiating Community Education - Representative from TEA, Division of Adult and Community Education
9:15 - 10:45	Role of the Community Education Coordinator/ Director Film: "The Community School Coordinator BREAK Panel Presentors: Moderator, Superintendent(s) School Board Member(s), Community Education Coordinator(s)
10:45 - 11:00	Role of Texas Education Agency - Representative from TEA, Division of Adult and Community Education Role of Center for Community Education - Representative from Center for Community Education Role of Texas Community Education Association - President of TCEA

OBJECTIVES OF CONFERENCE

1. To gain an understanding of the concept of Community Education.
2. To be aware of the process of implementation of the elements of Community Education.
3. To gain an understanding of the role of the Community Education Coordinator/Director in the development of Community Education.

Institute for New Community Educators

(The training program presented below could also be adapted for Community Education orientation workshops with community and state organizations and groups)

I. Goals

The goals of the Institute for New Community Educators are as follows:

A. To provide new community education personnel with an awareness of the community education concept and the differences between the community school and the traditional school.

B. To provide an awareness of the various elements of community and how such elements should be implemented.

C. To gain an understanding of the role of the coordinator/director in the development and administration of community education.

II. Objectives

A. To gain an understanding of the broad concept of community education.

B. To gain an understanding of the role of Community Education Coordinator/Director as a planner.

C. To gain an understanding of the various elements of community education and suggested strategies and public relations techniques for effective implementation of the elements.

D. To gain an understanding as to the role and function of advisory councils, suggested group dynamics for working with councils, and interagency involvement.

E. To become familiar with community and regular school needs assessment processes.

F. To gain an understanding of processes and procedures for integrating the community education concept into the K-12 program.

G. To gain an understanding of processes and procedures for implementing the elements of community education through a simulated exercise.

H. To become familiar with ideas and suggestions for programming community education after implementation steps are in place.

III. Basic Training Unit and Rationale

If beginning community educators are to be successful in implementing community education, it is imperative that they have a basic understanding of the community education concept. Likewise, if they are to be successful in promoting community education and in garnering support from school and community officials, they must be able to understand and explain the differences and similarities between the traditional school and the community school.

A major focus of the week long Institute is on the minimum elements of community education, (these elements are mandated for state funded projects in Texas, see Appendix A, pp. 59-61) and suggested ideas for their implementation, based on proven practices.

At minimum, a week in needed to be able to adequately cover the minimum elements of community education, suggestions for their effective implementation, state education agency expectations and reporting, and the roles of the Center for Community Education, the Texas Community Education Association, and the Texas Education Agency.

The Institute provides the opportunity for beginning community educators to meet with and benefit from the expertise of representatives of the three groups listed previously as well as from other state and national community educators. In addition, selected community education materials and resources from local, state and national sources are shared with the participants.

The Institute is held on the Texas A&M University campus for the following reasons:

A. By holding the Institute on campus, those who desire to obtain university credit for their participation are able to do so.

B. The facilities on campus are ideal for training of this nature. The entire floor (large hall and two adjacent break-out rooms) of the conference center provides an ideal situation for general sessions as well as for small group work. Since the entire floor is reserved, there is little or no outside distraction or competition, as is the case in many hotel conference rooms. In addition, the campus hotel, which usually houses the participants, is only a few yards from the conference center. Also, a number of on-campus restaurants, shops, recreational facilities, and the University library make it desirable for the participant to stay on campus.

C. The resources of the Center for Community Education are easily accessable to the participants.

IV. Planning

Representatives from the TEA, the TCEA, and the Center for Community Education meet in early summer to plan the format and content of the Institute, which is sponsored by the Center for Community Education and held during the latter part of August. Although the previous year's agenda is used as a guide, formal and informal evaluations of the previous year's Institute are used to modify and strengthen the program for the current year's Institute. (See sample evaluation instrument, Appendix A,p.76)

In addition to planning the format and content (to be discussed later), other advance planning and preparations which need to be made are as follows:

A. Facility and Special Service Reservations - Secure a facility large enough to accomodate the projected number of participants. Reserve a block of guest rooms for participants at hotel. (If held on A&M campus, these reservations must be made one year in advance.) Arrange for coffee, refreshments, any catered meals, equipment, etc., at the meeting location. Be sure and secure written confirmation of these reservations, (See Appendix A, pp. 77-78.)

B. Inform Participants - Potential participants (Beginning Community Education Coordinators from newly state funded projects) are informed by letter, via their school superintendents, of their obligation to attend the Institute. This letter, coauthored and signed by the Center Director and a TEA representative, includes all details and expectations of the Institute.(See Appendix A, p.79) Accompanying the letter is an attendance confirmation form, (See Appendix A, p.80,) as well as a booklet explaining the community education concept . The letter and form are mailed to the Superintendents of the newly funded projects by mid-July.

C. Participant Packets

Participant packets should contain the following:

1. Agenda (See pp.30-34)
*2. A brochure or handout on Advisory Councils
*3. A brochure or handout on Public Relations
*4. A brochure or handout on Basic Steps of Planning
*5. A list of training films available for use from Center for Community Education (See Appendix A, p.83)
*6. A brochure or handout on conducting surveys
*7. A handout explaining Role and Services of TEA (See Appendix A, p.64)
*8. A handout explaining Role and Services of Center for Community Education
*9. A handout on Role of TCEA, with membership application form
*10. A brochure entitled "Let's Open the Schools"
*11. Directory of National Centers, Services, and Resources entitled, "A Guide to Community Education Resources"
12. Sample "Umbrella" Newsletter from Center for Community Education

The following materials are too large to fit into the participants packet, but should be handed out in conjunction with the packet:

*13. Manual entitled, "A Community Education Resource Manual" By Center for Community Education and TEA

*14. Manual entitled, "Module I: Designing, Developing, and Conducting a Community Needs Assessment" By Center for Community Education

*15. Manual entitled, "Module II: Designing, Developing, and Conducting a Community Resource Identification Study" By Center for Community Education

V. Activities, Resources and Equipment (Institute Agenda)

Since participants are at the Institute from Sunday through Friday, the format of the training activities must be constructed so as to keep the participants interested, motivated, and involved. It is therefore important to include a variety of techniques when presenting topics and explaining materials.

Past experience has shown that presentations are more meaningful and more apt to be internalized when participants are actively involved. Presentors should be instructed well in advance, that they will need to actively involve the participants at some point in their presentation. Although lectures (talking at the participants) should be kept to a minimum, a certain amount of basic information is necessary on the first day in order to lay the proper groundwork for the Institute.

The Institute should begin late on Sunday afternoon, allowing participants enough time to arrive. Some have traveled as much as 700 miles.

At the beginning of each morning a brief summary of the previous day's activities and an explanation of the planned activities for the day should be given. Coffee breaks at midmorning and midafternoon are strongly recommended. In addition, the Institute Coordinator should be alert to the mood of the group for other needed "stretch" breaks.

Feedback and rap sessions in small groups should be scheduled at the end of each day for the purpose of clarifying and answering questions and concerns. A midweek break for an afternoon gives participants a chance to rest, review materials and take care of any personal business.

A final session, whether Thursday evening or Friday morning, should be scheduled for those who want additional assistance in determining plans, time lines, strategies, etc.

The Institute Coordinator should keep presentors on task and on time in order that participants can gain the maximum benefit from presentations. In addition, the Coordinator should make sure that all participants sign an attendance roll daily. Participants are mandated to attend the Institute, and the TEA requests a complete record of attendance.

Presentors should come from a variety of role groups, including representatives from the Center for Community Education, the Texas Education Agency, and practitioners from the Texas Community Education Association. It is also desirable to have one or two presentors be non-community educators in order to give participants information from a different perspective.

Presentors should be motivating and informative. Practitioners who are presenting should be representative of the various types and sizes of community education projects across the state. They should be informed well in advance as to the projected number of participants, their exact role, and overall theme of the Institute. Honorarium allotments, per diem, etc., should also be made clear to them.

The content of the Institute centers primarily on providing the participant with an understanding of:

1. The community education concept
2. The minimum elements of community education and suggested implementation steps.
3. The role of the Community Education Coordinator/Director in the development and administration of community education.

It has been found helpful to have a theme for the Institute such as "Planning for Success","Networking: Together We Do More", "Helping People to Help Themselves," etc. A theme becomes a "handle" that participants can grasp and relate to throughout the Institute. (See goal in sample agenda, p. 30.)

The sequence of the topics presented for the most part, follows the suggested sequence and strategies for implementing the minimum elements of community education. (See Appendix A, pp.59-61 for minimum elements.)

It should be pointed out here that the Institute sponsors should allot time according to the importance of the topic presented. This may mean that evening sessions and/or additional time on the last day will need to be given. Depending on the size of the group, simulation exercises, role playing, small group tasks, etc., can be very time consuming, even though they are effective.

FIRST DAY

Afternoon: The first day's activities are kept to a minimum, in order to allow the participant to get checked in to the hotel and to rest from what will have been a long day of traveling for many.

At registration, participants sign in, are given a packet, and meet the hosts. Since the Center for Community Education usually hosts the Institute, the welcome and explanation of the Role of the

Center are given by the Director of the Center, or another member of the Center Staff.

The film "To Touch A Child" sets the tone for the training activities. It provides for a historical and philosophical base of community education. Presentors have found it helpful to be able to refer to specific parts of the film during their presentations.

The film is followed by an oral overview of the Institute. During this time the goals and purposes of the Institute are reviewed. The agenda for the Institute as well as expectations and other pertinent information are also reviewed. It is important at this point to remind participants to bring all packet materials with them each day, particularly "A Community Education Resource Manual," which will be referred to frequently.

Finally, a brief social and ice breaker session is held, sponsored by the Texas Community Education Association. Such a session provides the opportunity for participants to begin to get acquainted with each other in an informal and relaxed atmosphere. This session also provides the participants the opportunity to meet officers and directors of the TCEA and learn more about the Association and how it can be of benefit to them.

SECOND DAY

Morning: The first topical session addresses the philosophy and terminology of community education. It is important that such a session be held early on, in order to have a common understanding of differences between community schools and traditional schools as well as to explain community education terminology. A set of multi-colored transparencies, developed by TEA, serves as an excellent guide and resource for this session. It is important that the presentor be someone who has had extensive training and experience in community education, preferably from the Center for Community Education or the TEA.

A session on the role of the TEA in community education should be held early on during the Institute. Past experience has shown that TEA expectations and funding are uppermost in the minds of the participants, when they arrive. If these concerns are not taken care of early on, past observations have shown that the participants, regardless of the topic being covered, will raise questions about funding and TEA expectations for the duration of the Institute. A representative from the TEA, Division of Adult and Community Education, should present this session since it deals with regulatory matters.

A final morning session is for the purpose of allowing the participants to share their own thoughts and definitions of community education. This allows them to observe that community education is not easily defined, and that while they may have their own definitions, they must incorporate the elements of both program and process into their thinking, if they are to implement the minimum elements of community education as set forth by the TEA. This session should be done in small groups, to allow for a maximum of participation. Each group should be moderated by an experienced Community Education Coordinator. An interesting way to start the session and stimulate a discussion is to have each participant define, in writing, their definition of community education in ten words or less. Definitions are then shared.

Afternoon: Since the primary role of the community educator entails effective planning and administration, it is advisable to have sessions dealing with the role of the Community Education Coordinator and planning techniques which can help him/her be effective in implementing community education. An introductory session on general techniques for effective planning is suggested. This should be done by a non-community educator who is an authority on planning and administration. A booklet found to be very helpful in explaining the basic steps of planning could be shared at this time.

The next session should focus on those elements of planning which are unique to the community educator in his/her role as an administrator. Although later sessions will elaborate and expand on key elements of the role of the coordinator in planning, it should be pointed out in this session that the coordinator will be responsible for:

A. Promotion and publicity
B. Identifying community needs and resources
C. Organizing the community advisory council
D. Coordination and cooperation with K-12 faculty and with outside agencies
E. Recruiting and training staff
F. Program planning
G. General administration
    1. Financial matters
    2. Supplies and equipment
    3. Office management, etc.

The session should be presented by an experienced Community Education Coordinator. A handout covering the above can be found in "A Community Education Resource Manual," described earlier. This session should be followed by the film, "The Community School Coordinator." The film reinforces aspects of planning covered in the two previous sessions. A typical day in the life of a Community Education

Coordinator is portrayed. A discussion following the film is appropriate.

A final afternoon session should include a simulation exercise in planning. An adaptation of Young's, "Basic Steps of Planning" can be used as a guide. (See Appendix A, pp.84-87) Small groups are each given a typical community education problem or concern, and are asked to take it through the planning process, then report back to the total group.

THIRD DAY

Morning: The early morning, while minds are clear and energy is at a relatively high level, is an ideal time to discuss the minimum elements of community education and suggested strategies for their implementation. The first session, conducted by a TEA representative, should address the TEA mandated elements of community education, (See Appendix A, pp.59-61), the formal strategies for implementing community education, and what the acceptable criteria for compliance is. In addition, it should be pointed out that, because it is important to lay the proper groundwork for a successful community education project, the first year should be devoted to getting all of the elements in place except programming.

The next session will, in many respects, be a continuation of the previous session. However, this session should be conducted by an experienced current Community Education Coordinator who can deal with the informal strategies and the politics of getting the minimum elements in place. e.g. How does one gain the full support of the Superintendent in organizing and maintaining a community advisory council that is involved in a meaningful way?

The final morning sessions are devoted to the topic of public relations as it relates to the community education process. An introduction emphasizing the importance of a sound and continuous public relations program is suggested. A suggested booklet to be used as a guide for participants to follow is "A Public Relations Handbook for Community Education."

The above introductory session to public relations should be followed by two concurrent sessions: 1) Public relations considerations for creating an awareness of community education in established projects, and 2) Public relations considerations for creating an awareness of community education in new projects. Although all Institute participants are new to community education, some represent established projects, where there is less need for creating community awareness of the community education concept. Others represent new projects where there is a real need to establish a basic awareness of the community education concept, how it will involve the community, etc.

While both of the above groups have public relations needs that are common to each, there are also public relations needs that are unique to each. Both sessions should be conducted by experienced Community Education Coordinators who have successful public relations programs. It is suggested that both groups be involved in an exercise which will require them to utilize some of the techniques learned. e.g. Brainstorm list of public relations ideas and strategies, then share with total group.

Afternoon: As indicated earlier, a midweek afternoon break is suggested in order to give the participants the opportunity to make any phone calls back to the office, take care of any personal needs, read any assigned materials, finalize registration if they are obtaining University credit for their attendance, etc. A catered dinner in the evening at a location away from the conference site provides for a relaxed atmosphere in which participants, hosts, and presentors can get better acquainted and begin to establish a rapport which will be needed for an effective working relationship during subsequent months.

FOURTH DAY

Morning: Past experience has shown that at least one day in needed to cover the broad topic of Community Education Advisory Councils. Since the council is such an integral part of the community education process at all stages of development, it is important that participants have an adequate understanding of the following:

A. Role and function
B. The council's involvement with community agencies and organizations
C. Recruiting council members
D. The first council meeting
E. Organizing for action
    1. Responsibilities
    2. Goals
    3. Committees
    4. Bylaws
F. Communication techniques
    1. Group dynamics

A wealth of handout materials covering each of the above topics is found in "A Community Education Resource Manual," mentioned earlier, and "The Community Council: Its organization and Function."

Participants should be asked to follow along as presentors refer to these two sources.

The first session, as an introduction to the topic of councils, should be a brief theoretical explanation of the role and function of the council. It is suggested that this be done by a representative from the Center for Community Education or the TEA. This can then be followed by a short session dealing with how the council, which serves as a liaison between the school and the community, can become meaningfully involved with community agencies and organizations. All too often, school councils (parent advisory and others) deal only with school related issues and are not genuinely involved in the community.

It is suggested that an experienced Community Education Coordinator with a very successful council conduct a session on processes involved in recruiting council members who have the potential of staying involved in a meaningful and active way. This should be followed by a session dealing with the first council meeting. A major concern of the participants is what to do with the council once the members have been recruited.

The session which deals with the first council meeting should be conducted by an experienced Community Education Coordinator. The presentor should indicate that the first council meeting should be well organized, complete with printed agendas for all, and refreshments. The first meeting should not focus on individual members' responsibilities, but rather on the cmmmunity education concept, (perhaps utilizing the film, "To Touch A Child" to explain it to them,) and how the council will be an integral part of the community education process. In addition, this first meeting should include a getting acquainted exercise so that council members can begin to get to know each other. The success of the first meeting will, in large measure, determine the success of future meetings.

The session on what to do at the first council meeting should include a simulation exercise or other small group activity which will involve the Institute participants in a simulated "first council meeting" situation. This serves not only to involve the participants in an active way, but also allows them to experience what it might be like at the first council meeting.

Afternoon: A session on how to organize the council for action should be conducted by someone who has had extensive experience in working with councils. It should be explained that council bylaws should be established early on in organizing the council. Such bylaws will serve as a continuous organizational guide. In addition, identified community and council needs, goals, and concerns will determine individual and committee responsibilities (a session on conducting community needs assessments will be discussed later.) Samples of all of the above are found in "A Community Education Resource Manual."

A simulation exercise for the participants in goal setting and determining priorities helps the presentor to reinforce what he has just covered. A suggested exercise of this nature is found in the Community Education Goals Acertainment (CEGA) kit (See Appendix A, pp.88-89 for description.)

It is imperative for participants to understand that as important as it is to get the council organized, of equal importance is to be able to maintain that initial enthusiasm and motivation which most councils have during the early stages of development. This can be done only if the Community Education Coordinator and council chairperson develop a mechanism for effective communication with council members. A knowledge of group dynamics, how to facilitate brainstorming, developing a spirit of comeradery, how to utilize to the maximum the skills and talents of individual council members, motivational techniques, and other leadership skills is necessary as the council begins to gel and fulfill its role as an integral part of the community education process. The NASA game (See Appendix A, pp.90-91), a simulation exercise in democratic decision making, is an excellent exercise to demonstrate the need for effective communication and interaction processes among council members. In addition, "A Trainer's Handbook for Citizen Council Training," University of Florida, is an excellent resource, with many group exercises, transparencies, and narratives for the trainer.

It has been found to be extremely beneficial to have a group of council members from a local community education project serve as panelists for a panel discussion at the Institute. This provides the opportunity for the participants to listen to and interact with community residents who have served on a council and have assisted in implementing community education.

A final session on councils should include the film, "The Community Council." The film reinforces the topics presented earlier, as it portrays in a sequential manner the development of a community advisory council. An option with this session, or any other session where a film is viewed, is to have concurrent sessions. Developmental funded personnel watch the film, and Foundation School funded personnel are in a session where TEA representatives talk to them about concerns which are unique to them because of their funding source. At the end of 30 minutes groups are changed so that each gets the benefit of both sessions.

FIFTH DAY

Morning: Consistent with the community education philosophy is the idea that goals, programs, activities, and community involvement should center around identified community needs, interests, and resources.

Familiarity with the community needs assessment process, therefore, becomes crucial for the Community Education Coordinator. Sessions on the needs assessment process, time line, and constructing the instrument should be conducted by an experienced community educator. He/she should elaborate on the following elements:

A. Designing the survey instrument
B. Mechanics of surveying
C. Recruiting volunteers
D. Planning routes
E. Public relations
F. Training volunteers
G. Evaluating the data gathered
H. Determining goals and priorities

It should be emphasized that the door-to-door survey is the most appropriate. This type of survey not only provides for gathering data, but equally as important, it provides the opportunity for surveyors (usually council members) to interact with the community and to answer questions and promote community education.

Afternoon: The State Education Agency requires that a youth survey be conducted at all state funded community education projects. The principal reason for this is that community education is intended to serve people of all ages, and all too often, youth are excluded from programs and activities offered. A Community Education Coordinator who has experience in working with youth should conduct this session which should address the involvement of youth in constructing and conducting the youth survey.

As indicated above, community education is intended to serve people of all ages. A session on integrating the community education concept into the K-12 program should be conducted by someone who has had success in this area. Primary emphasis should be placed on the idea that the school should be a place where living and learning meet. Ideas should be presented to effectively utilize community resources in the K-12 classroom to make learning more interesting and relevant.

Some resources found to be helpful on integrating the community education concept into the K-12 program include:

*Filmstrips:	"I'm Beginning to Grow"
	"When You Put Me to Work"
*Manual:	"Utilizing Community Resources in the Classroom"
*Booklet:	"Organizing a Volunteer Program"
*Case Studies:	"Proven Practices in Community Education and K-12"

Although participants are mandated to attend the Institute in its entirety, occasionally participants want to miss the last day or the afternoon of the last day. It is, therefore, advisable to have a representative of TEA conduct a session in the afternoon of the last day. Such a session should include pertinent information such as reporting procedures and guidelines to follow in the event of an onsite monitoring visit. Past observations have shown that all participants will remain until this session is over.

The area of "Programming community education" is not dealt with to a great extent during the Institute because it is felt that the new community educators should first become familiar with all of the elements which precede programming. However, there are some who represent ongoing projects and have a need for information on programming, particularly those who are from a small school district and have just replaced an out-going coordinator. Therefore, it is advisable to have an optional session dealing with this topic. It should be conducted by an experienced Community Education Coordinator.

Ideas which should be presented include:

A. Recruiting and training staff

B. Administration of budget

C. Course/activity brochure preparation

D. Participant registration and enrollment

E. Fee structures

F. Use of media to advertise courses/activities offered

G. Facility usage

A community education process simulation game which has been pilot tested with Texas community educators and others has been found to be extremely beneficial as a teaching tool for reinforcing all information addressing the minimum elements of community education and suggested strategies for implementation (See Appendix A, pp.92-93 for description.) A minimum of two hours is needed, and a maximum of 25 participants can play the game at any given time. This game should be played toward the end of the Institute.

As with all other training activities, a formal evaluation should be given at the close of the Institute (See sample evaluation, Appendix A, p. 76.) Following the evaluation, it is desirable to present each of the participants with a Certificate of Completion (See sample certificate, Appendix A, p.94.)

An optional session which should be considered, based on identified interest, allows time for one-on-one consultations. Typically, there are a few participants who still have unanswered questions and concerns. This time allows for them to interact directly with Center and TEA staff as well as any remaining presentors.

It should be reinforced over and over during the Institute that the Center staff, TEA staff and TCEA representatives are available to provide onsite technical assistance. In addition, participants should be encouraged to attend cluster meetings regularly in order to keep current on happenings in community eduction, exchange ideas and materials, and provide support to each other.

*These materials are on file with TEA.

INSTITUTE FOR NEW COMMUNITY EDUCATORS

Texas A&M University
College Station, Texas

August 29 - September 3, 1982

Goal: Gain an understanding of the overall concept of community education and its implementation, through a planning process.

SAMPLE AGENDA

Sunday, August 29	
4:00 - 4:30 p.m.	Registration
4:30 - 4:45 p.m.	Welcome and Role of the Center for Community Education - Center for Community Education Representative
4:45 - 5:25 p.m.	Film: "To Touch A Child" - Introduction and Discussion
5:25 - 5:35 p.m.	Overview of Institute - Center for Community Education Representative
5:35 - 6:30 p.m.	Social and Ice Breaker - Texas Community Education Association Representative
Monday, August 30	*Objective (8:30-11:30): Participants will gain an understanding of the broad concept of community education*
8:00 - 8:30 a.m.	Coffee
8:30 - 8:40 a.m.	Recapitulation
8:40 - 9:30 a.m.	Philosophy and Terminology of Community Education - Texas Education Agency Representative
9:30 -10:25 a.m.	The Role of the Texas Education Agency in Community Education (Funding, Questions and Answers) - Texas Education Agency Representative
10:25 -10:40 a.m.	BREAK
10:40 -11:30 a.m.	Small Groups (Defining Community Education, rationale, discussion of group definitions)
11:30 -12:45 p.m.	LUNCH
	Objective (1:00-4:15): Participants will gain an understanding of the role of Community Education Coordinator/Director as a planner
12:45 - 1:45 p.m.	Rationale for Planning - Resource person (preferably not in Community Education who is an authority on planning and administration

Monday - (cont'd.)	
2:00 - 2:30 p.m.	Role of the Community Education Coordinator/Director in Planning - Experienced Community Education Coordinator
2:30 - 2:45 p.m.	BREAK
2:45 - 3:30 p.m.	Film: "The Community School Coordinator"; Discussion
3:30 - 4:15 p.m.	Implementing the Plan (a simulation exercise in planning, utilizing Young's model)
4:15 - 4:45 p.m.	Feedback and Rap (small groups)
Tuesday, August 31	*Objective (8:30-11:45): Participants will gain an understanding of the various elements of community education and suggested strategies and public relations techniques for effective implementation of the elements.*
8:00 - 8:30 a.m.	Coffee
8:30 - 8:40 a.m.	Recapitulation
8:40 - 9:30 a.m.	Community Education Implementation Steps and Suggested Timelines - Consultant, Division of Adult and Community Education, Texas Education Agency
9:30 - 10:00 a.m.	Strategies for Establishing Community Education (some considerations) - Experienced Community Education Coordinator
10:00 - 10:15 a.m.	BREAK
10:15 - 11:00 a.m.	Planning for Public Relations - Resource person (preferable not in Community Education) who is an authority on public relations
11:00 - 11:45 a.m.	Concurrent Sessions on Public Relations Green Group - Topic: Public Relations Considerations for Programming in Community Education in Established Projects" - Experienced Community Education Coordinator Blue Group - Topic: "Public Relations Considerations for Creating Awareness of Community Education in a New Project" - Experienced Community Education Coordinator
11:45 - 1:00 p.m.	LUNCH
1:00 - 6:00 p.m.	Free Time (Rest and Relax, visit local Community Education projects)
6:00 - 7:30 p.m.	Barbeque Dinner

Wednesday, September 1

Objective (8:30-4:30): Participants will gain an understanding as to the role and function of advisory councils, suggested group dynamics for working with councils, and interagency involvement.

8:00 - 8:30 a.m.	Coffee
8:30 - 8:40 a.m.	Recapitulation
8:40 - 8:50 a.m.	Role and Function of the Community Advisory Council, An Overview - Resource person who is an authority on Community Education, preferably from the Center for Community Education or TEA.
8:50 - 9:30 a.m.	The Council's Involvement with Community Agencies and Organizations - Resource person who is an authority on Community Education
9:30 - 10:00 a.m.	Planning for Recruiting of Council Members (Where do I go?, Who do I get?, How do I get them?) - Experienced Community Education Coordinator
10:00 - 10:15 a.m.	BREAK
10:15 - 11:30 a.m.	The First Council Meeting (What do I do?, How do I do it?): Preparing the Meeting Agenda and Orienting the Council Members - A Community Education Coordinator who has a successful council, or other person trained in working with councils
11:30 - 1:00 p.m.	LUNCH (on your own)
1:00 - 2:30 p.m.	Organizing the Council for Action (Determining responsibilities, goals, committee bylaws, etc.) and Effective Communication Techniques When Working with Council Members - A Community Education Coordinator who has a successful council, or other person trained in working with councils
2:30 - 2:45 p.m.	BREAK
2:45 - 3:15 p.m.	Panel Discussion - A Community Advisory Council from a local Community Education project
3:15 - 3:50 p.m.	Concurrent Sessions Green Group - Film: "The Community Council" Blue Group - Developmental Funded Project Concerns - TEA Representative
3:50 - 4:30 p.m.	Concurrent Sessions Blue Group - Film: "The Community Council" Green Group - Foundation School Funded Project Concerns - TEA Representative
4:30 - 5:00 p.m.	Feedback and Rap (small groups)

Thursday, September 2	*Objective (8:30-1:15): Participants will become familiar with community and regular school needs assessment processes.*
8:00 - 8:30 a.m.	Coffee
8:30 - 8:40 a.m.	Recapitulation
8:40 - 9:55 a.m.	The Community Needs Assessment Process and Timeline in: Preparing the community to receive the survey (PR). Recruiting and training volunteers to conduct the needs assessment (i.e. council) - An authority on the needs assessment process and how it relates to the community education concept
9:55 - 10:10 a.m.	BREAK
10:10 - 11:30 a.m.	Constructing the needs assessment instrument. Conducting the door-to-door needs assessment - An authority on constructing and conducting the door-to-door needs assessment
11:30 - 12:30 p.m.	LUNCH (on your own)
12:30 - 1:15 p.m.	Conducting the Youth and School Needs Survey (some considerations) - Community Education Coordinator with experience in Youth Surveys
1:15 - 3:15 p.m.	Concurrent Sessions Blue Group - *Objective: (1:15-3:15): Participants will gain an understanding of processes and procedures for integrating the community education concept into the K-12 program.* Integrating the Community Education Concept into the K-12 Program (ideas and suggestions) - An authority with training and experience in this area Green Group - *Objective (1:15-3:15): Participants will gain an understanding of processes and procedures for implementing the elements of community education through a simulated exercise.* "Process: The Community Education Game." Someone familiar with this simulation exercise.
3:15 - 3:30 p.m.	BREAK
3:30 - 5:30 p.m.	Change groups and repeat 1:15-3:15 sessions
7:00 - 8:00 p.m.	Optional - One-on-one consultations. This time is set aside for individual assistance in setting up timelines, answering questions and concerns, etc.

Friday, September 3

8:00 - 8:30 a.m.	Coffee
8:30 - 8:40 a.m.	Recapitulation
8:40 - 9:30 a.m.	TEA Guidelines and Reporting - TEA Representative
9:30 - 10:00 a.m.	Workshop Wrap-Up and Evaluation
10:00 - 10:15 a.m.	BREAK
	Objective (10:15-12:00): Participants from ongoing community education projects will become familiar with ideas and suggestions for programming community education after implementation steps are in place.
10:15 - 12:00 noon	Optional - Programming in Community Education. - Experienced Community Education Coordinators

Midyear Workshop for New Community Educators

I. Goal

The goal of the Midyear Workshop for New Community Educators is to serve as a "follow-up" workshop to the Institute, and provide answers to concerns, problems, etc., which have surfaced as the new community education coordinators have begun implementing the various elements of community education.

II. Objectives

A. Participants will be given the opportunity to express their concerns, ideas, problems, etc., in small groups, and, if necessary, one-on-one consultations with Workshop presentors.

B. Participants will be able to select from a variety of topics offered in concurrent sessions. Such topics will have been determined from a participant input form given out several weeks prior to the Workshop.

C. Participants will be given an update on TEA expectations, reporting procedures, guidelines, etc.

III. Basic Training Unit and Rationale

Typically, participants leave the Fall Institute with motivation, a lot of information and materials, and determination to implement the elements of community education in the prescribed manner. However, as they begin to sort out and implement the vast amount of material, information, and resources given to them at this intensive week of training, concerns, questions, obstacles, and frustrations begin to arise. The Midyear Workshop provides the opportunity for these first year community educators to participate in sessions which deal with specific topics on which they would like more information and assistance.

The workshop is, therefore, viewed as the "participants' workshop," and as such, the participants determine the majority of the topics to be covered. This is done through a participant input survey form. (See Appendix A, pp.95-96)

It is suggested that the Midyear Workshop be held on the Texas A&M University campus for the same reasons given for the Institute. (See p. 11.)

IV. Planning

The prime sponsor for the Midyear Workshop sends out the workshop input form described earlier, to all potential participants (those who attended the Institute) by November 1st. Following tabulation of the data from the input forms, the Center for Community Education in consultation with TEA and TCEA, plans the format and content of the workshop, held during the first week of December.

Although the previous year's agenda is used as a guide, formal and informal evaluations of the previous year's Midyear Workshop are used to modify and strengthen the program for the current year's workshop. In addition to planning the format and content (to be discussed later,) other advance planning and preparations which need to be made are as follows:

A. Facility and Special Service Reservations - Secure a facility large enough to accomodate the projected number of participants. Reserve a block of guest rooms for participants at hotel. (If held on A&M campus, these reservations must be made one year in advance.) Arrange for coffee, refreshments, any catered meals, equipment, etc., at the meeting location. Be sure and secure written confirmation of these reservations, (See Appendix A, pp.97-98.)

B. Inform Participants - Potential participants are informed by letter, via their school superintendents, of their obligation to attend the Midyear Workshop. This letter, coauthored and signed by the Center Director and a TEA representative, includes all details and expectations of the Workshop (See Appendix A, p.99) Accompanying the letter is an attendance confirmation form. (See Appendix A,p.100) The letter and form are mailed to the Superintendents of the newly funded projects by November 10th.

C. Participant Packets

Usually a packet is not made up for Midyear Workshop participants because reference materials, basic community education orientation materials, etc., will have been given out earlier at the Institute. At the time of registration, participants are given an agenda, name tag, and note pad.

A few packets should be made available for those (usually four or five) who for one reason or another did not attend the Institute. Such packets should contain the materials listed on p. 13.

V. Activities, Resources and Equipment (Workshop Agenda)

As pointed out earlier, topics covered at the Midyear Workshop are, for the most part, pre-determined by the participants themselves. Therefore, topics covered will vary from year to year, according to need and interest. Typically, the Workshop will begin at 1:00 p.m. the first day and conclude by 1:00 p.m. the next day. Since participants are at the Workshop for one evening only, it is recommended that the evening be utilized for Workshop sessions.

Time is extremely limited during the Workshop. Therefore, it will not be possible to deal with all the requested topics. It is suggested that the three topics of greatest priority be dealt with in depth, for about an hour each. Other topics can be covered in

30 minute concurrent sessions during the evening, giving the participants the opportunity to select a few from several. (See sample agenda, pp.41-42)

Past experience has shown that presentations are more meaningful and more apt to be internalized when participants are actively involved. Presentors should be instructed well in advance, that they will need to actively involve the participants at some point in their presentation.

The Workshop Coordinator should keep presentors on task and on time in order that participants can gain the maximum benefit from presentations. In addition, the Coordinator should make sure that all participants sign an attendance roll daily. Participants are mandated to attend the Institute, and the TEA requests a complete record of attendance.

Presentors should come from a variety of role groups, including representatives from the Center for Community Education, the Texas Education Agency, and practitioners from the Texas Community Education Association. It is also desirable to have one or two presentors be non-community educators to give participants information from a different perspective.

Presentors should be motivating and informative. Practitioners who are presenting should be representative of the various types and sizes of community education projects across the state. They should be informed well in advance as to the projected number of participants, their exact role, and overall theme of the Workshop. Honorarium allotments, per diem, etc., should also be made clear to them.

FIRST DAY

Afternoon: Following registration, a brief welcome and overview of the Workshop is given. This should be done by the Workshop sponsor.

As with the Institute, a session dealing with TEA expectations should be held early on, at the Midyear Workshop. By holding this session early during the Workshop, participants can more effectively concentrate on remaining sessions as they are presented. This session, of course, should be conducted by a representative from TEA. It should include an update of TEA expectations and should allow time for questions and answers.

Following the TEA session, participants should be divided into groups as follows:

New Participants
First Year Projects
Rural Projects
Urban or Small Urban Projects
Large Urban Projects.

By grouping them according to the above criteria, needs and interests that are common to individual groups can be more effectively dealt with. It is during these small group sessions that a sharing of ideas, accomplishments, problems, concerns, etc., can be dealt with. The sessions should be moderated by community educators who have had experience in the particular setting.

A final afternoon indepth session dealing with an identified topic should be conducted by a Center representative, a TEA representative or an experienced community educator from the field.

Evening: It is suggested that the evening be used for sessions which will address a variety of topical needs determined from the input survey. Not more than five 30 minute concurrent sessions should be offered. Each session is repeated twice. It is suggested that each participant select any three of the five sessions offered. Hopefully, the sessions will meet the interests and needs of the majority. Presentors should be experienced community educators who have had success in the topic area assigned. Reference materials and resources listed in the appendix, as well as handout materials, should be available.

SECOND DAY

Morning: There is enough time during the morning to deal with two topical sessions and a TEA session covering guidelines, reporting procedures, etc. The two topical sessions should last approximately one hour each and should cover needs and concerns identified from the workshop input form. The sessions should be conducted by community educators who have demonstrated expertise in the topic area assigned.

A final Workshop session is usually conducted by TEA. This session covers such areas as clarification of guidelines, onsite monitoring visits, reporting procedures, etc.

As with all other training activities, a formal evaluation should be given at the close of the Workshop (See sample evaluation, Appendix A, p. 101). Depending on identified interest, a post Workshop question and answer session could be held for any who have special needs and concerns.

MIDYEAR WORKSHOP FOR NEW COMMUNITY EDUCATORS

Texas A&M University
December 2-3, 1982

Sample Agenda

Thursday, December 2

1:00 - 1:30 p.m. Registration

1:30 - 1:40 Welcome - Center for Community Education Representative

Overview of Workshop - Center for Community Education Representative

1:40 - 2:10 TEA Update, Questions and Answers - Texas Education Agency Representative

2:10 - 3:10 Small Group Sessions (sharing of ideas, accomplishments, problems concerns, etc.)

The following groups are moderated by representatives from the Center, TEA, TCEA, or other presentors:

New Participants
First Year Projects
Rural Projects
Small Urban Projects
Large Urban Projects

3:10 - 3:20 BREAK

3:30 - 5:00 Programming Community Education - Experienced Community Education Coordinator

7:00 - 8:30 Concurrent Sessions (Each session is 30 minutes; choose any three sessions)

1. Campus Directors (A potpourri of ideas and concerns for campus directors)
2. Conducting Needs Assessments
3. Evaluating Your Community Education Project
4. Securing Resources (funds, materials, personnel, services, etc.) for your Community Education Project
5. Advisory Councils (sharing participants' expertise through case studies)

Each of the above sessions should be conducted by presentors who have been successful in the topic areas.

Friday, December 3

9:00 - 9:10 a.m. -	Recapitulation
9:10 - 10:10	Integrating Community Education into the K-12 Program (philosophy, processes, and procedures)- An authority on this topic
10:10 - 11:20	Interagency Cooperation and Collaboration - Community Education Coordinator who has experienced success in this area
11:20 - 11:30	BREAK
11:30 - 12:30	TEA Guidelines - TEA Representative
12:30 - 1:00	Workshop Wrap-Up and Evaluation

Experienced Community Educators Workshop

I. Goal

The goal of the Workshop for Experienced Community Educators is to provide the opportunity for experienced coordinators to have in-service training on current issues and concerns in community education.

II. Objectives

A. Participants will have input into the Workshop agenda through a pre-Workshop survey of interests.

B. Participants will be given the opportunity to share ideas, concerns, and interests with each other.

C. Through general and/or small group sessions, participants will have the opportunity to listen to and discuss current issues and trends in community education.

III. Basic Training Unit and Rationale

The training provided at this Workshop focuses primarily on the needs and concerns expressed by community education personnel who have been involved in community education for more than one year. The Workshop provides the opportunity for participants to come together and discuss concerns, issues, trends, etc., that are pertinent to experienced community educators. It also provides the opportunity for representatives of the Center for Community Education, TEA, and TCEA to update the participants on state and national concerns, suggest strategies for dealing with certain issues, trends, demands, etc.

IV. Planning

The Workshop is usually held in early Spring. It is hosted by the Center for Community Education, and is occasionally co-hosted by the Texas Community Education Association. The Center for Community

Education, in consultation with TEA and TCEA, plans the format and content of the workshop.

The topics to be covered at the training are determined through formal (mailed questionnaire) or informal needs assessments. Needs determined through informal means usually surface in TCEA Board meetings. In addition to planning the format and content of the workshop, other advance planning and preparations which need to be made are as follows:

A. Facility and Special Service Reservations - Secure a facility large enough to accomodate the projected number of participants. Reserve a block of guest rooms for participants at hotel. (If held on A&M campus, reservations must be made one year in advance.) Arrange for coffee, refreshments, any catered meals, equipment, etc., at the meeting location. Be sure to secure written confirmation of these reservations. (See Appendix A, p.102)

B. Inform Participants - Potential participants are informed by letter, of the workshop (See Appendix A, p.102.) The letter should be mailed to potential participants at least six weeks prior to the workshop date.

V. Activities, Resources and Equipment (Workshop Agenda)

As pointed out earlier, topics covered at the Workshop for Experienced Community Educators are, for the most part, pre-determined by the participants themselves. Therefore, topics covered will vary from year to year, according to need and interest. Typically, the Workshop will begin in the early afternoon one day and conclude by noon the following day. Since participants are at the Workshop for one evening only, it is recommended that the evening be utilized for workshop sessions. Observations have shown that participants enjoy sharing materials, brochures, etc. Tables should be made available for such materials to be displayed.

Time is extremely limited during the Workshop. Therefore, it will not be possible to deal with all of the requested topics. It will be necessary to deal with a few topics of priority.

Past experience has shown that presentations are more meaningful and more apt to be internalized when participants are actively involved. Presentors should be instructed well in advance, that they will need to actively involve the participants at some point in their presentation.

The Workshop Coordinator should keep presentors on task and on time to assure that participants may gain the maximum benefit from presentations. Presentors should be carefully selected. They should be thoroughly familiar and current on the topic to be presented. They should be informed well in advance as to the projected number of participants, their exact role, and overall theme of the Workshop. Honorarium allotments, per diem, etc., should also be made clear to them.

In recent years it has been a practice to hold this Workshop at a time when the State Legislature is in session in Austin. This gives participants the opportunity to visit, first hand, with his/her legislator and update him/her on what's happening in community education statewide as well as in the legislator's own district.

FIRST DAY

Afternoon: Following registration, a brief welcome and overview of the Workshop is given. This should be done by the Workshop sponsor. A representative of TCEA then gives a community education legislative update (state of the art.)

The remainder of the afternoon is set aside for the participant to go to Capitol Hill and visit with his/her legislator. Of primary importance here, is to inform all participants, several weeks prior to the Workshop, that time will be set aside for them to visit with their legislator. This allows them enough time to make appointments.

Evening: An evening dinner session allows the group the opportunity to get together in an informal, relaxed atmosphere to exchange ideas, resources, etc., and listen to a keynote speaker. The keynote speaker should be motivating and should be a recognized authority in the topic area to be addressed.

SECOND DAY

Morning: If the first day's activities have included visits with legislators, a session on the second day should be scheduled to give the participants the opportunity to share the results of these visits. Sharing this information can set the stage for a more effective planning meeting, which should follow.

It is suggested that the President of TCEA and the TCEA legislative liaison conduct the planning session following the reports on visitations with legislators. The planning session should follow a "Force Field Analysis" approach to planning and problem solving. i.e. list all possible ideas, discuss pros and cons of each, list possible alternatives, determine objectives, determine who will do what, when and how, and evaluate strategies.

It is of the utmost importance that each member of the group leave the session knowing what the overall plan is and how he/she will participate in it.

Generally speaking, representatives of TEA, Division of Adult and Community Education, will have a need at this Workshop to update the participants on community education funding, reporting, proposal guidelines, etc. There is usually a need to address separately, "Developmental" funded participants and "Foundation School" funded participants. If such is the case, concurrent sessions can be held so that while one group is involved with TEA, the other can be involved in a workshop session covering another topic. The groups then change, so that both can benefit from both sessions.

The session which is conducted in conjunction with the TEA session should cover a topic which has been predetermined by the participants. It should be conducted by a community educator or other person who is an authority on the topic or who has had a great deal of success in the area. Time should be allowed for participants to share (preferably in small groups) their own ideas, materials, etc. If time permits, a session covering another topic could be conducted.

As with all other training activities, a formal evaluation should be given at the close of the Workshop. (See sample evaluation, Appendix A, p.104.)

Workshop for Experienced Community Educators

Villa Capri, Austin

January 26-27, 1983

Sample Agenda

January 26

2:00 - 2:30 p.m.	Registration
2:30 - 2:35	Welcome and Introductions - Center for Community Education Representative
2:35 - 3:30	Community Education Legislative Update - TCEA Legislative Chairperson
3:30 - 5:30	Visit with your Legislator
6:30 - 8:00	Dinner -- Keynote address: "The 1980 Census: Implications for Texas Community Educators" - Authority on Demography in Texas

January 27

8:30 - 9:00 a.m.	Coffee
9:00 - 10:00	Reports from visitations with Legislators, What do I do next? - TCEA
10:00 - 11:00	Concurrent Sessions
	Group A (Foundation Funded Projects) TEA Applications, FY-84 - TEA Representative
	Group B (Developmental Funded Projects) A Sharing of Community Education Promotional and Awareness Ideas and Materials
11:00 - 11:10	BREAK
11:10 - 12:10	Concurrent Sessions
	Group A (Foundation Funded Projects) A Sharing of Community Education Promotional and Awareness Ideas and Materials
	Group B (Developmental Funded Projects) TEA Applications, FY-84 - TEA Representative
12:10 - 12:15	Evaluation

Workshop for Special Groups

I. Goal

To provide special interest groups with an awareness of the community education concept and/or specific elements of community education.

II. Objectives

A. Participants will have input into the agenda through a pre-workshop survey of interests.

B. Participants will be given the opportunity to share ideas, concerns and interests with each other.

C. Participants will share in the training through lecture, readings, small group work and simulation exercises.

III. Basic Training Unit and Rationale

From time to time a group/organization requests a training workshop covering a specific topic. If the particular group is comprised of non-community education personnel, and is interested only in community education awareness, it is suggested that the community education awareness and strategies sections of the Institute for New Community Educators be utilized. These sections (See pp. 16-20) can be adapted to fit the interests and needs of the group. The same packet of materials listed on page 13 could be utilized for such a group.

Typically, special interest groups want a presentation which is brief, not exceeding more than a few hours. In addition to adapting sections of the agenda from the Institute, for such a group, another suggested training unit which can be explained in a short amount of time is the set of transparencies referred to on p. 5. This could be preceeded or followed by the film, "To Touch a Child."

If the group desiring the training is comprised of community educators, and who want training in a specific area of community education, a program such as the one outlined on p. 52 is suggested.

IV. Planning

A workshop for a special group is usually hosted by the group itself. The group usually arranges for the facility and any necessary equipment.

The group representative and the person(s) conducting the training should have a pre-workshop planning meeting to discuss the agenda, expected outcomes, methodologies to be used, equipment needed, refreshments during breaks, etc. In addition, it should be determined who will inform the participants, expectations, etc.

The person(s) conducting the workshop should view before hand the facility to be utilized in order to determine the most appropriate physical arrangement for the group.

If there are presentors other than those who are conducting the workshop, they should be informed well in advance as to the projected number of participants, their exact role, and overll theme of the workshop. Honorarium allotments, per diem, etc., should also be made clear to them.

V. Activities, Resources and Equipment (Workshop Agenda)

As indicated earlier, workshops for special interest groups are usually not more than a few hours long. On p. 52 is a sample agenda of a training workshop for a special group (Austin Community Education Staff) who requested training in a specific area of community education.

Program: If members of the group are not well known by one another, it is advisable to have a "getting acquainted" exercise at the beginning of the workshop. A number of ideas for this exercise are found in Appendix A, pp.105-106.

Following the "getting acquainted" exercise, an overview of the day's agenda, objectives, and the topic(s) to be covered should be given. The following format for presenting each subtopic is suggested:

A. Introduction and overview

B. Participant involvement

C. Questions and answers

It is suggested that the presentor(s) use a variety of techniques in presenting. These should include the use of audio-visual materials such as films, transparencies, printed materials, etc.

Participants should be involved in an active way at some point during the presentation. This can be done through small group tasks, simulation exercises, individual tasks, etc. Active participant involvement facilitates in making presentations more relevant and meaningful. In addition, it provides the opportunity for participants to share their own ideas, observations, and experiences with each other.

Time should be allowed at the end of the workshop for questions and concerns. This should be followed by a summary and evaluation of the workshop.

Advisory Council Training
(Austin Community Education Staff)

August 24, 1982

Goal: *To acquire knowledge and information which can be useful in training individual neighborhood councils to be more effective.*

Objective: *Participants will gain an understanding of information and processes deemed useful for advisory council training in:*

a. types and functions of councils *d. brainstorming*
b. planning processes *e. group development stages*
c. meeting management *f. role functions*

(Action Plan) Participation and learning will take place through lecture, simulation exercises, individual study, group discussion, question and answer sessions and a written evaluation.

Sample Agenda

A. Introduction

B. Getting acquainted

C. Overview of Citizen Participation and Purpose of Councils

D. General Types and Functions of Councils

E. The Planning Process for the Council
   1. Rationale for planning
   2. Determining Goals and Priorities
   3. Formulating Objectives
   4. Process and Results Evaluation

   BREAK

   5. Writing Goals, Objectives and Action Plans
   6. Evaluation and it's Basic Elements

   Simulation of a Planning Exercise Involving the Community Council

   LUNCH

F. Meeting Management

G. Brainstorming

H. Group Development Stages

I. BREAK

J. Role Functions

K. Questions and Answers

L. Summary and Evaluation

APPENDIX A

Meeting Planners Checklist

Purpose of meeting

Date (s)

Location

Motel name

Address

Tel. No.

Other meeting facility

Hospitality Rooms

Name of contact at hotel

Meeting/Banquet Room

Name/No.

Size

Table/Seating arrangement

Water on tables

Agenda

Notification of participants

Names, Title

Attach agenda

Advise any materials needed

Invitations or announcements

Seating

Name tags

Place tags

Breaks

AM-coffee/donuts

PM-soft drinks, coffee

Lunch-how many

Buffet

Preplanned

Dinner-how many

Cocktails

Buffet

Preplanned

Dessert

Materials Needed At Meeting

Pads

Pencils/pens

Felt pens

Blackboards

Flip charts & stand

Easels

Bulletin board

Wallscreen

Audio Visual Material/Equipment

Overhead projector

Slide projector

Video recorder

Projection screen

16MM projector

Tape recorder

Camera

Phonograph

Other Equipment

Microphone

Podium

Tables for AV equipment

Chairs, tables arrangement

Typewriter

Photocopier

Shipping Information

Materials coming

Hotel to return

Client to return

Mailing labels

Other Services Needed

Awards & trophies

Bartender

Caterer

Florists

Hostesses

Maintenance personnel

Messengers

Notary public

Photographer

Printer

Rental services (chairs, tables, AV, etc.)

Search lights

Security

Sign maker

Stenographer

Special Speakers

Entertainers

Reservations

Airlines

Bus, Limo

Motel

Car Rental

Billing And Credit

Advance deposit Required

Direct billing

Payment/checkout

Hotel Master Account

All charges

Attendees pay own rooms & etc

Meeting rooms & food service only

Meeting charges, guest room & tax only

Other

COMMUNITY EDUCATION
WORKSHOP EVALUATION

Workshop title: Community Education Awareness Workshop

Date: July 20-21, 1980 Location: Sheraton Crest Inn - Austin

1. The purpose of this workshop was: (Circle one)

   1 2 3 4 5

   Unclear Clear

2. The manner in which the workshop was organized and conducted was:

   1 2 3 4 5

   Poor Excellent

3. Indicate the extent to which the workshop topics presented will assist you in improving your project:

   1 2 3 4 5

   Little Very much

4. From which topic(s) did you benefit the most? ______________________

   ____

5. Workshop facilities were:

   1 2 3 4 5

   Poor Excellent

6. What topics should be presented in future workshops? ______________

   ____

7. Comments: ______________________________________

   ____

   ____

Texas Education Agency
Division of Adult and Community Education
201 East Eleventh Street
Austin, TX 78701

THE WORLD'S LARGEST CHAIN OF MOTELS, HOTELS AND RESORTS FOR RESERVATIONS DIAL TOLL FREE (800) 528-1234

BEST WESTERN VILLA CAPRI

January 15, 1982

Mr. Clifford Whetten
College of Education
Center for Community Education
TEXAS A&M UNIVERSITY
College Station, TX 77843

Dear Mr. Whetten:

We are delighted to confirm to you a block of room accommodations in the name of Community Education Workshop as follows:

Arrival: July 18, 1982 Departure: July 19, 1982

Rooms blocked: 25 Tentative: ____ Definite: Yes

Room blocks are held until 3 weeks prior to arrival date, at which time unreserved rooms are released.

Group rates are as follows:

Single	one bed-one person	$38.00
Double	one bed-two persons	43.00
Double-double	two beds-two persons	48.00
Each additional person		5.00

Special type of accommodations, rates upon request
All rates plus 7% tax

Reservations are held until 4:00 p.m. without deposit, if later than that hour, rooms must be guaranteed by cash or credit card. Credit cards accepted are American Express, Carte Blanche, Diners Club, Master Charge and VISA. Check-in time is 2:00 p.m. and check-out time is 12:noon.

Thank you for choosing the ALL NEW BEST WESTERN VILLA CAPRI. For future coordination of details regarding your group, please contact Jerry Turley or Lee Leatherwood in Sales Administration.

Sincerely,

Lee Leatherwood
Administrative Sales Consultant

P.S. Space has been blocked in our convention area as follows:
July 18: 12NOON-5PM/meeting for 60 pp. (def)
7PM-dinner function (tentative)
July 19: 8AM-12NOON/meeting for 60 pp. (def)

TOTAL ROOM CHARGE: $50.00 w/meal function
$100.00 w/out meal function
(plus 4% room tax)

Please sign and return copy

____
Approved by

____
Title

____
Date

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

MAG CARD #0231

DATE

STOP 1

Dear STOP 2:

The community education developmental project for Fiscal Year STOP 3 is approved. A copy of the approved proposal for STOP 4 is enclosed. The prorated percentage of reimbursement for each position was figured at STOP 5 percent.

STOP 6

Notification of personnel changes made during the year should be submitted immediately on a revised Community Education Roster of Personnel Form to the Division of Adult and Community Education.

A community education awareness workshop for the superintendent and a board of trustee member will be held July 18-19 in Austin at the Villa Capri. All new project personnel are requested to attend a workshop from August 29 to September 3 in College Station. For more information on these workshops, you may contact Dr. Cliff Whetten, Center for Community Education, Texas A&M University, at (713) 845-2620.

The "Adult Basic/Vocational Education Funding Agreement" will be sent to you by the Division of Occupational Administrative Services. Reimbursement for eligible expenditures may not exceed the funding level established in the approved proposal. If there are questions concerning procedures and/or payments, please contact James C. Woodman at (512) 475-4641.

Sincerely,

Associate Commissioner for
Occupational Education and Technology

WNK:BP:***
Enclosure

cc: Luther W. Thompson, Jr.
Bob G. Allen
STOP 7

"An Equal Opportunity Employer"

Community Education Awareness Workshop
Statement of Attendance

July 18-19, 1982

Since your school district is a recipient of one of the state community education grants, an invitation is extended to the chief administrative officer and one board member to attend an orientation workshop sponsored by the Texas Education Agency and the Center for Community Education at Texas A&M University.

The purposes of the workshop are (1) to gain an understanding of the broad concept of community education, (2) to be aware of the process of implementation of the minimum elements of community education, and (3) to gain an understanding of the role of the coordinator/director in the development of community education.

The following people plan to attend the workshop:

Chief Administrative Officer ______________________

Board Member ______________________

Other ______________________

Please return Statement of Attendance by July 7, 1982 to:

Dr. Cliff Whetten, Assistant Director
Center for Community Education
College of Education
Texas A&M University
College Station, Texas 77843

(Reservations for the Villa Capri Inn, 2400 N. I-35, Austin, Texas, may be made by calling (800) 528-1234.)

Reservations must be made three weeks prior to the conference.

9. Minimum Elements of Community Education Projects.

Minimum elements are general characteristics of an effective community education project operated by a local education agency. They represent overall statements of obligations resting upon a district to maintain eligibility status or to use as a guide for community education development.

a. Districtwide or Campus Minimum Elements: The following minimum elements of a project serve the Commissioner and applicants in distinguishing a community education project from adult and continuing education and regular instructional programs.

1. School Involvement. The school district must provide leadership and evidence for the direct and substantial commitment, involvement, and understanding in the areas of philosophy, administration, and operation of community education. At the same time, the district should enlist the support and involvement of other governmental entities.

   A resolution of support must be passed by the board of trustees supporting the community education concept. Significant in-service opportunities must be planned and conducted regularly to inform the regular school administration, faculty, and the staff of the goals and objectives of the project and to seek their involvement. Services and programs for school age children and youth must be provided to enhance the integration of, and mutual reinforcement between, the regular instructional program and the community school.

2. Community Involvement. The project must provide for the active and continuous involvement of agencies, groups, local government, youth, service organizations, school personnel, residents, of the community through and/or with a community school council(s).

   Advisory councils must meet on a regular basis for planning and conducting assessments, identifying resources, problem solving, evaluating the project, establishing cooperative relationships with other groups and agencies, and promoting the community education concept.

3. Community Needs. Systematic and effective procedures must be designed for identifying and documenting on a continuing basis a variety of needs, concerns, and resources for all age groups of the community served and for responding to those needs and concerns.

   A random sample door-to-door survey must be conducted at the beginning of the development of the project and every three to five years to determine needs (not just educational) of all age groups while using adult volunteers as interviewers. Also, the needs of youth must be surveyed who attend the school(s) or live in the attendance area to be served. The results from these assessments should be used to plan the future direction of the project.

4. Community Resources and Interagency Cooperative Arrangements. The project must provide for the identification and utilization of educational, cultural, recreational, and other resources (such as services of volunteers) to enhance the quality of the project and to better serve the community.

   A communitywide agency and public awareness and involvement program must be planned to inform and seek assistance and participation from local groups and individuals in the community. To avoid duplication of services, the project must also be designed to encourage and utilize cooperative agreements with other public and private agencies to make maximum use of existing talents and resources.

5. Scope of Activities and Services. A comprehensive range of activities and services to meet needs (including educational) of all age groups should be provided to create an opportunity for individual improvement and community development. The project must make maximum use of the school facilities in terms of scope and nature of services and activities, hours of operation, utilization of space, and involvement of target populations served.

6. Clients to be Served. The project must be designed to substantially serve all age groups in the community. This includes serving preschool children, children and youths in school, out-of-school youths, adults, and older adults, and special groups not being served by existing organizations or programs within the community.

7. Public Facility as a Community School. Services to the community must be concentrated and comprehensive on a campus in a specific public and elementary and secondary school facility to be classified as a community school.

   Satellite or mobile facilities related to the community school may be used for the provision of a portion of activities and services which may include the use of nonschool facilities. Facilities and equipment should also be made available to public agencies and private nonprofit organizations, individuals, and groups in the community.

8. Community Served. The identified area or community to be served must be within the school attendance area of the regular instructional program of the school or school system involved in the administration and operation of the project.

   If a community college is responsible for the project, the community to be served must be within the school attendance areas of the public school district in which the main campus of the college is located.

10. Districtwide or Campus Developmental Steps for Implementing Community Education.

a. Community Education implementation is a step-by-step developmental process. Steps one through nine take 8 to 12 months to accomplish and are continuous.

1. The implementation of the community education concept must begin with a firm commitment to the concept by the chief administrative officer of the local education agency (LEA). At the same time, it is advisable to obtain an endorsement of the concept by the chief administrative officer of the local city government.

2. The local board of education must pass a formal resolution supporting the community education concept and it is advisable to obtain a resolution from the local city government.

3. A full-time trained coordinator/director should be employed.

4. A districtwide and/or neighborhood campus community school council should be organized whose partial membership is representative of local government, citizens, service agencies, education, and institutions. This council should be utilized at the beginning to plan the implementation steps of the project, conduct the needs assessment, and publicly promote the concept of community education. Once this has been accomplished, the council should continue to identify wants, needs, problems, and resources for all age groups.

5. A communitywide agency awareness and involvement program should be planned to inform and seek assistance and participation from local groups. The project should also be designed to encourage and utilize cooperative agreements and other public and private agencies to make maximum use of existing talents and resources in order to avoid duplication of services.

6. A communitywide public awareness program should be planned to inform and seek assistance and participation from individuals, groups, organizations, and institutions. The films, "To Touch A Child," "A Sense of Community," and the slide-tape presentation, "Community Education" -are also available from a number of the regional education service centers. This awareness helps to determine just how much commitment there is to community education.

7. Significant inservice opportunities on the concept and goals of community education should be planned to inform and seek involvement of the new and regular K-12 and/or college administration, faculty and staff.

8. A door-to-door random sample survey should be conducted to determine a variety of community needs (not just educational) while using adult volunteers as interviewers. At the same time, the needs of youth in the area to be served must be surveyed. After the initial assessment has been completed, an ongoing needs assessment process using other techniques should be planned.

9. Educational and community goals and objectives determined by the survey and realistic timetables should be established by an advisory group to develop programs for the community.

10. Now that steps one through nine are completed, it is time to identify resources and initiate programs to meet the needs of all age groups in the community.

11. In order to determine the progress of the project, an evaluation plan should be a part of the project and should include process and product evaluation procedures.

Sample Timeline

Ju	Au	S	O	N	D	J	F	Mr	Ap	M	Jun
1 2	3 4 6 7	3 4 5 6	5 6	8	8 9	9 11	9 11	10	10	10 11	10 11

COMMUNITY EDUCATION CENTER
SERVING TEXAS
TEXAS A&M UNIVERSITY

CENTER FOR COMMUNITY EDUCATION · COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY · COLLEGE STATION, TEXAS 77843

THE ROLE OF THE COMMUNITY SCHOOL DIRECTOR

I. PLANNING OF PROGRAM

- A. Planning elements of the program (developing, selecting and scheduling)
- B. Organization of new activities (including experimental developments)
- C. Meetings with advisory groups and interviewing key people in the economics, political, and educational structure of the community
- D. Fact finding and community-needs surveys

II. PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

- A. Preparation of newspaper and radio publicity
- B. Preparation and distribution of printed and mimeographed announcements
- C. Arranging for promotional radio and television programs
- D. Personal talks before local groups
- E. Appearances on radio and television programs
- F. Acting as discussion leader, moderator, etc., for other organizations
- G. Preparation and display of exhibits
- H. Planning public meetings or "open house" affairs
- I. Interpretation of adult education program to public school staff

III. RECRUITMENT AND CERTIFICATION OF STAFF

- A. Search for qualified leadership
- B. Interviewing prospective instructors

IV. GENERAL ADMINISTRATION

- A. Financial matters
    1. Preparing payrolls
    2. Approving expenditures
    3. Collection of fees
    4. Preparation of budget
    5. Preparation of claims for state and federal aid
- B. Supplies and equipment
    1. Control of inventory
    2. Selection of instructional materials
    3. Material request approvals
    4. Arrange for printing, repairs, and delivery of materials
- C. Office Management
    1. Supervision of clerical personnel
    2. Maintenance of records and files

- D. Routine operations
    - 1. Correspondence
    - 2. Telephone communication
    - 3. Personal interviews
    - 4. Preparation of routine reports
    - 5. Arranging for registration
- E. Special and miscellaneous activities
    - 1. Review of material prepared by staff members
    - 2. Leadership duties within local program
- F. Participation in local school system staff meetings

V. TRAINING AND SUPERVISION OF PROFESSIONAL STAFF

- A. Group in-service training sessions
- B. Individual conferences with instructors
- C. Preparation and review of training bulletins and materials
- D. Visitation of activities

VI. COORDINATION AND COOPERATION WITH OUTSIDE AGENCIES

- A. Consultant services in connection with adult education projects of other community organizations
- B. Developing cooperative projects with other agencies
- C. Arranging special aspects of the public school adult program which require the cooperation of other organizations
- D. Serving on organizational committees as a result of local position as director of adult education

VII. EVALUATION OF PROGRAM

- A. Review and analysis of periodic reports
- B. Conferring with participants
- C. Survey and analysis of drop-outs
- D. Periodic review of program in relation to emerging needs
- E. Continuous studies of need (survey, etc.)

VIII. PROFESSIONAL GROWTH

- A. Attendance at state and national conferences
- B. Attendance and participation in workshops
- C. Reading professional materials
- D. Authorship

Role of Texas Education Agency in Community Education

Role

1. Provide technical assistance to local education agencies (LEA) in the design of community education projects.
2. Provide consultative services to school districts regarding planning, funding, or evaluation efforts at the LEA level.
3. Disseminate materials to promote community education.
4. Encourage planning cooperatively with other state agencies.
5. Conduct workshops for superintendents, local staff, and/or community councils.
6. Establish statewide community education goals in cooperation with other groups.
7. Establish a community education advisory council at the state level.
8. Measuring the attainment of LEA and/or TEA identified community education goals.
9. Conduct awareness workshops or meetings for different publics. (i.e. Board of trustees, Associations, community groups, etc.)
10. Retrieve compile and analyze data about community education to report to appropriate audiences.
11. Draft and recommend legislation.
12. Conduct research related to selected assertions of community education. (i.e. 1978 statewide study)
13. Draft statements of cooperation and/or joint contracts between state agencies and TEA. (i.e. Governor's Committee on Aging, TX PTA)
14. Provide funding support for community education positions at the LEA level.
15. Coordinate community education efforts with the Center for community education and the Texas Community Education Association.

COM′ MU NI TȲ ED U′ CĀ TION

Is It A:

Philosophy?

- . Beliefs about the interrelationships and values of the various parts of the school and community. (Glossary of Terms)
- . An analysis of the grounds of and concepts expressing fundamental beliefs. (Webster's New Collegiate Dictionary)

Concept?

- . An idea that includes all that is characteristically associated with, or suggested by, a term.

  (Webster's International Dictionary)

Process?

- . A series of actions or operations working toward an end.

  (Webster's New Collegiate Dictionary)

Project?

- . A plan or design as devised or proposed.
- . A planned undertaking.
- . A large government supported undertaking.

  (Webster's International Dictionary)

Program?

- . A doctrine or theory whose validity can be tested only on practical application; as, adult education is a program rather than a philosophy.
- . A statement of a problem and the requirements to be met in offering a solution.

  (Webster's International Dictionary)

Supplement to Texas Education Agency
Community Education Transparencies
(To be used with transparencies
numbered 1 and 2)

BEST COPY AVAILABLE

COMMUNITY EDUCATION TRANSPARENCIES
TEXAS EDUCATION AGENCY

Number 1

COMMUNITY EDUCATION

TEXAS EDUCATION AGENCY

Number 2

com'.mu.ni.tȳ ed.u'.cā.tion

Number 2
Ovl. 1-L

philosophy? concept?

Number 2
Ovl. 2-L

process?   project?

Number 2
Ovl. 3-L

program?

Number 3

If community education
is not a program,

why call it
a program?

Number 3
Ovl. 1-L

Say what you mean!

Number 4
Ovl. 1-L

Now write. . .
com/mu.ni.ty ed.u'.cā.tion can be

- philosophy
- concept
- process
- project

Number 4
Ovl. 2-R

Now all together. . .
com'.mu.ni.ty ed.u'.cā.tion
can NOT be a program!

Number 5
Ovl. 1-L

com'.mu.ni.tȳ ed.u'.cā.tion

a concept which makes maximum use of community involvement in identifying and seeking solutions to all kinds of community needs

Number 5
Ovl. 2-R

con'.tinu.ing ed.u'.cā.tion

designed to meet the educational needs and interests of adults, including the expansion of available learning opportunities for adults who are not adequately served by current educational offerings in their communities.

P.L. 94-482,1976.

Number 5
Ovl. 3-B

com'.mu.ni.tȳ ed.u'.cā.tion

a concept which makes maximum use of community involvement in identifying and seeking solutions to all kinds of community needs

BEST COPY AVAILABLE

Number 6

educational needs

programs

pre-school
K-12
adult
older adult

Number 6
Ovl. 1-L

participants

children
youth
adults
older adults

Number 6
Ovl. 2-L

curriculum

academic
vocational
enrichment
recreational
cultural
societal

Number 7

neighborhood/community needs

physical

- parks
- lights
- street repair
- sidewalk

Number 7
Ovl. 1-L

human services

- food
- clothing
- shelter
- fire protection

Number 8
Ovl. 1-L

community education
and the
community school

BEST COPY AVAILABLE

Number 8
Ovl. 2-R

community school . . .

. . .delivery system for
community education
concept

Number 8
Ovl. 3-B

community school

- makes facilities/resources available to everyone
- organizes to assess educational/ community needs
- offers opportunity for planning
- initiates community school program
- involves all ages

Number 9
Ovl. 1-L

community school program

- strong K-12 program
- optional youth program
- adult and older adult involvement
- local agencies' involvement
- community development

Number 9
Ovl. 2-R

traditional school	community school
. educational needs	. educational and community needs
. children (K-12)	. all ages
. 6-7 hours/day	. 12-14 hours/day
. community involvement limited	. community involvement expanded
. some taxpayers benefited	. all taxpayers benefit

Number 10

commitment
resolutions
steering committee
local agency awareness
public awareness
K-12 inservice
full-time coordinator
door-to-door survey
goals and objectives
advisory councils
MINIMUM ELEMENTS programming and community development
evaluation

Number 11

purpose of community education

. to mobilize human and material resources

BEST COPY AVAILABLE

Number 11
Ovl. 1-L

. costly duplication is avoided

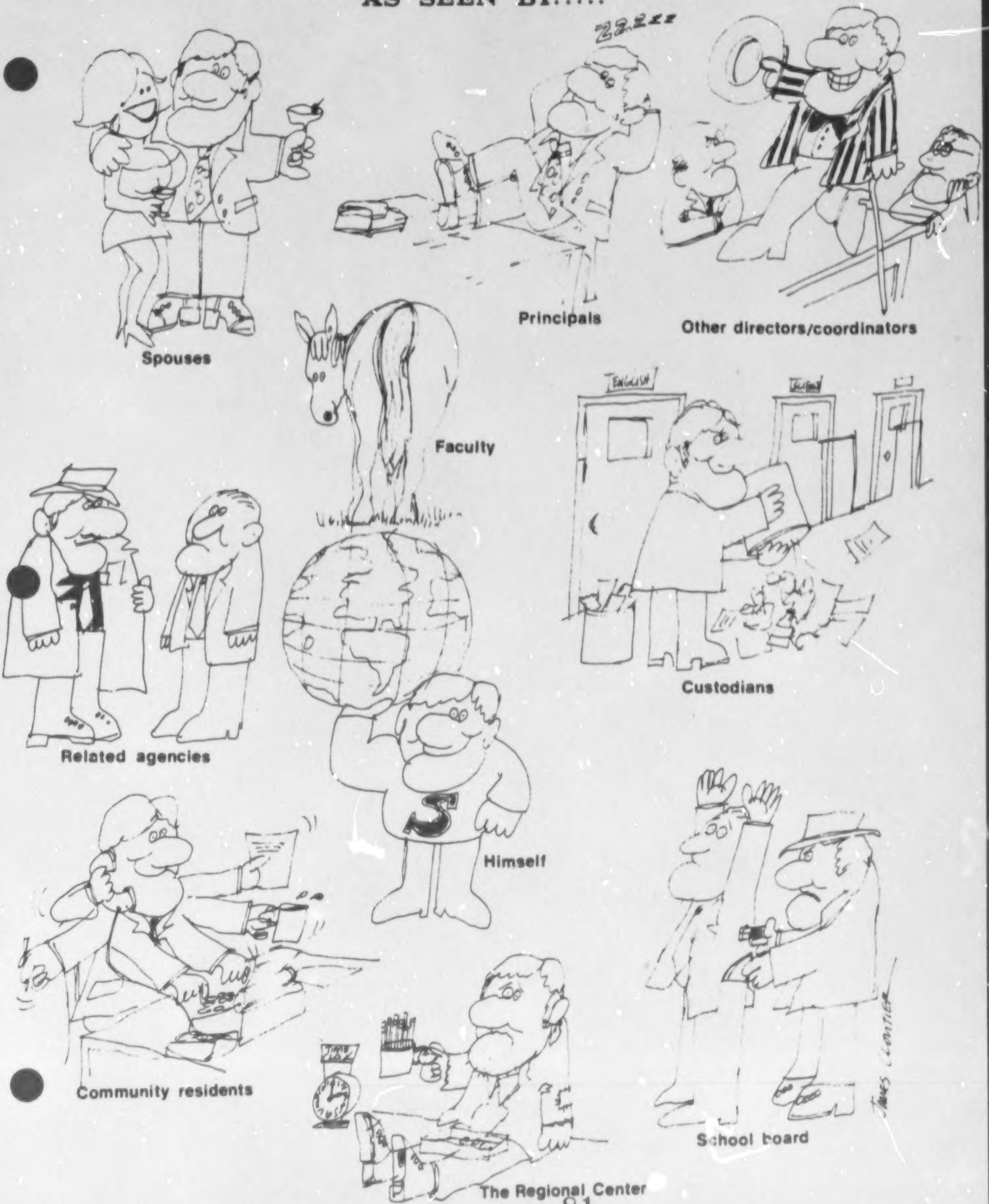
Number 11
Ovl. 2-R

. people help themselves

Number 11
Ovl. 3-B

. institutions become responsive to human needs and wants

COMMUNITY SCHOOL DIRECTORS/COORDINATORS AS SEEN BY.....



Spouses

Principals

Other directors/coordinators

Faculty

Custodians

Related agencies

Himself

Community residents

School board

The Regional Center

INSTITUTE FOR NEW COMMUNITY EDUCATION PERSONNEL

Texas A&M University

August 29 - September 3, 1982
College Station, Texas

1. How would you rate the workshop?

_____ outstanding _____ good _____ fair _____ poor

2. Has the workshop included issues most pressing to you?

_____ frequently _____ occasionally _____ seldom

3. The purpose of this workshop was: (Circle one)

1 2 3 4 5
Unclear Clear

4. The manner in which the workshop was organized and conducted was:

1 2 3 4 5
Poor Excellent

5. Indicate the extent to which topics presented will assist you in improving or getting your project off to a good start.

1 2 3 4 5
Little Very much

6. Workshop facilities were:

1 2 3 4 5
Poor Excellent

7. From which topic(s) did you benefit most? _____________________________

____

8. What topics should be presented in future workshops for first year community educators?

____

____

9. How many months have you been involved in community education?

____

10. Comments: ____

____

OFFICE OF CONTINUING EDUCATION
ACTIVITY CONFIRMATION SHEET

Program Title: Institute for New Community Education Coordinators

Date: Aug. 28 - Sept. 3, 1982 Estimated Attendance: 60

Room: 701, 701B Recurring: Annual X Semi-Annual ___ Quarterly ___

Sponsor: Center for Community Education

Responsible Individual: Dr. Cliff Whetton Phone: 5-2620

Room Assignment:

Date: Sat. Aug. 28 - Hours: 8 am - 11 pm Room: 701, 701B
Date: Thur. Sept. 2, 1982 Hours: Room:
Date: Hours: Room:
Date: Fri. Sept. 3, 1982 Hours: 8 am - 5 pm Room: 701, 701B
Date: Hours: Room:
Date: Hours: Room:
Date: Hours: Room:
Date: Hours: Room:
Date: Hours: Room:
Date: Hours: Room:
Date: Hours: Room:

8/28 - 9/2/82
30 ~~25~~ guest rooms

Registration Service: Yes ___ No X

By University Center personnel: Yes ___ No ___

Date: ___ Hours: ___

University Center Service Charge: $ 255.00

Account no. 56095

Equipment (number requested indicated in parenthesis):

( ) 35 mm slide projector
(XX) 16 mm movie projector
(XX) Overhead projector
( ) Opaque projector
( ) Blackboard
( ) Lectern, floor
(XX) Lectern, desk
( ) P.A. system
( ) Audience mike
( ) Tape recorder
(XX) Extension cord
( ) Easel
( ) Pointer
(XX) Table for coffee
(XX) Other 2 large tables for registration

Room Arrangement:

( ) Lecture — Chairs in rows facing lectern at front
(XX) Workshop — Rows of tables with chairs on one side facing front
( ) Conference — Chairs around table
( ) Other (Draw example on separate sheet)

Please notify the Office of Continuing Education of any changes or cancellation (845-2023).

Approved: B J Adams Date: 10/13/81
(Office of Continuing Education)

Approved: ___ Date: ___
(University Center)

607

J. EARL RUDDER CONFERENCE CENTER
TEXAS A&M UNIVERSITY
BUDGET WORKSHEET

PROGRAM TITLE INSTITUTE FOR NEW COMMUNITY EDUCATION COORDINATORS DATE AUG 29-SEPT 3

ATTENTION DR. CLIFFTON WHEETON PHONE 5-2620

In connection with your upcoming program, listed below is the nominal operating service charge that will be billed to your account.

* OPERATING SERVICE CHARGE

DATE	ROOM NO.	CHARGE (PER DAY)	NO. DAYS	TOTAL
AUG 29-SEPT 2	701/701B	45.00 (8:00am - 11:00pm)	5	225.00
SEPT 3, 1982	701/701B	30.00 (8:00am - 5:00pm)	1	30.00

TOTAL: $ 255.00

The above charges are contingent upon use of the facilities as originally confirmed. Any additional facilities requested will, necessarily, mean additional charges.

We welcome your use of the Rudder Conference Center and if you have any questions, please contact our staff at 845-5517.

THANK YOU,

John Richards
Scheduling & Services Manager

* This operating service charge is to offset the direct payroll necessary to provide prepatation of workorders, room, audio-visual, and other equipment set-up and normal housekeeping.

Registration - Complete Low Cost Conference Registration is available. Please call for details.

Exhibits - Commercial Exhibits at any Conference are charged a nominal Fee. Please call for further information.

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

July 16, 1982

Center for
COMMUNITY EDUCATION

Dear Superintendent:

Congratulations on being awarded a Community Education grant for FY 1983 from the Division of Adult and Community Education, Texas Education Agency.

This letter is in response to your agreement with the Texas Education Agency to allow any new state funded community education person(s) from your school district to attend a one-week practitioner workshop, Aug. 29 - Sept. 3, in College Station, Texas. Please note that only those state funded community education personnel who are new to community education are eligible to attend. Do not send substitutes. If your state funded community education coordinator attended last year's week-long Institute held in College Station, Aug. 30 - Sept. 4, he/she should not attend this workshop.

The workshop is designed to give participants an awareness of the community education concept as well as to aquaint them with some strategies for implementing community education. Your new community education coordinator should come prepared to learn, participate, and share in this training experience. We are requesting that your coordinator be familiar with the community education proposal which your District submitted to the Texas Education Agency and that he/she bring a copy of it with him/her to the workshop. We are also asking that he/she read the enclosed literature on community education prior to attending the workshop. Certificates of completion will be issued at the conclusion of the workshop.

The workshop will be held at Rudder Tower, Room 701, Texas A&M University (see enclosed map). Parking will be in lot 60, next to the Tower. Please display the enclosed parking permit. Participants must assume all expenses and make their own motel reservations. Please find enclosed a room reservation card for the campus hotel, part of the Rudder Tower complex, (Single $23, Double $26 phone 845-1611). A block of 30 rooms given on a first come first served basis, has been reserved. However, the hotel must receive reservation cards by Aug. 15, in order to hold reservations. Other nearby motels which your coordinator might want to consider are: EZ Travel, Single $27.95 Double $34.95 (phone 693-5822), Holiday Inn, Single $36 Double $41 (phone 693-1736) Motel 6, Single $15.46 Double $19.74 (phone 696-1631), Aggieland Inn, Single $34 Double $39 (phone 693-9891). Please find enclosed a list of projects which will be represented at the workshop. If you plan to stay at the campus hotel, we encourage you to share a room with another workshop participant, since there are a limited number of rooms. Dress for the workshop will be casual. Registration will be from 4:00 - 4:30 p.m., Aug. 29, Room 701, Rudder Tower, TAMU. A workshop fee of $25 will be due at registration. Checks should be made payable to: Center for Community Education/TAMU,

Please have your Coordinator complete and return the enclosed Attendance Confirmation form and Graduate Credit (optional) form to : Center for Community Education, College of Education, Texas A&M University, College Station, Texas 77843. Our Phone is (713) 845-2620.

We look forward to seeing your Coordinator in College Station!

Sincerely,

Robert I Berridge

Robert I. Berridge, Director
Center for Community Education

Bill Pounds

Bill Pounds, Consultant
Texas Education Agency

ATTENDANCE CONFIRMATION

Workshop For New Community Education Personnel

August 29 - September 3, 1982

Texas A&M University

Please complete and return by August 20 in self-addressed
envelope to: Center for Community Education
College of Education
Texas A&M University
College Station, Texas 77843

Name of School District ____________________

Home Address ____________________ School Address ____________________

Name of person who will attend Workshop ____________________

Social Security Number of person attending Workshop ____________________

Business Phone ( ) ____________________ Home Phone ( ) ____________________
area code area code

The following information will assist us in being able to more effectively meet the training needs of your community education coordinator:

ADA of School District ____________________

Population of town or city ____________________

Number of months your new coordinator has been involved in community education ________

If your school district has been involved in community education for several months or years, please indicate which of the following elements have been completed:

____ Obtained a commitment to the community education concept by the chief administrative officer of the school district.

____ The Board of Trustees has passed a formal resolution supporting the community education concept.

____ A full- or part time coordinator has been employed.

____ A district-wide and/or neighborhood community education advisory council has been organized.

____ A community-wide agency awareness and involvement program is being implemented.

____ A community-wide public awareness program for community education is being implemented.

____ K-12 staff and faculty inservice on the community education concept has taken place.

____ A door-to-door random sample survey to determine community needs and interests has been conducted.

____ Goals and objectives which address themselves to the identified needs and interests have been established.

____ Community education classes and activities have been initiated.

____ An evaluation plan for the project has been initiated.

____ Please mark (x) if you are interested in obtaining graduate credit at Texas A&M University for your community education training this year (see attached list of eligibility requirements).

PLEASE DUPLICATE AS NEEDED

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Center for
COMMUNITY EDUCATION

July 16, 1982

TO: Participants at Workshop for New Community Education Personnel

FROM: Robert I. Berridge RIB

SUBJECT: Graduate Credit/Community Education/Texas A&M University

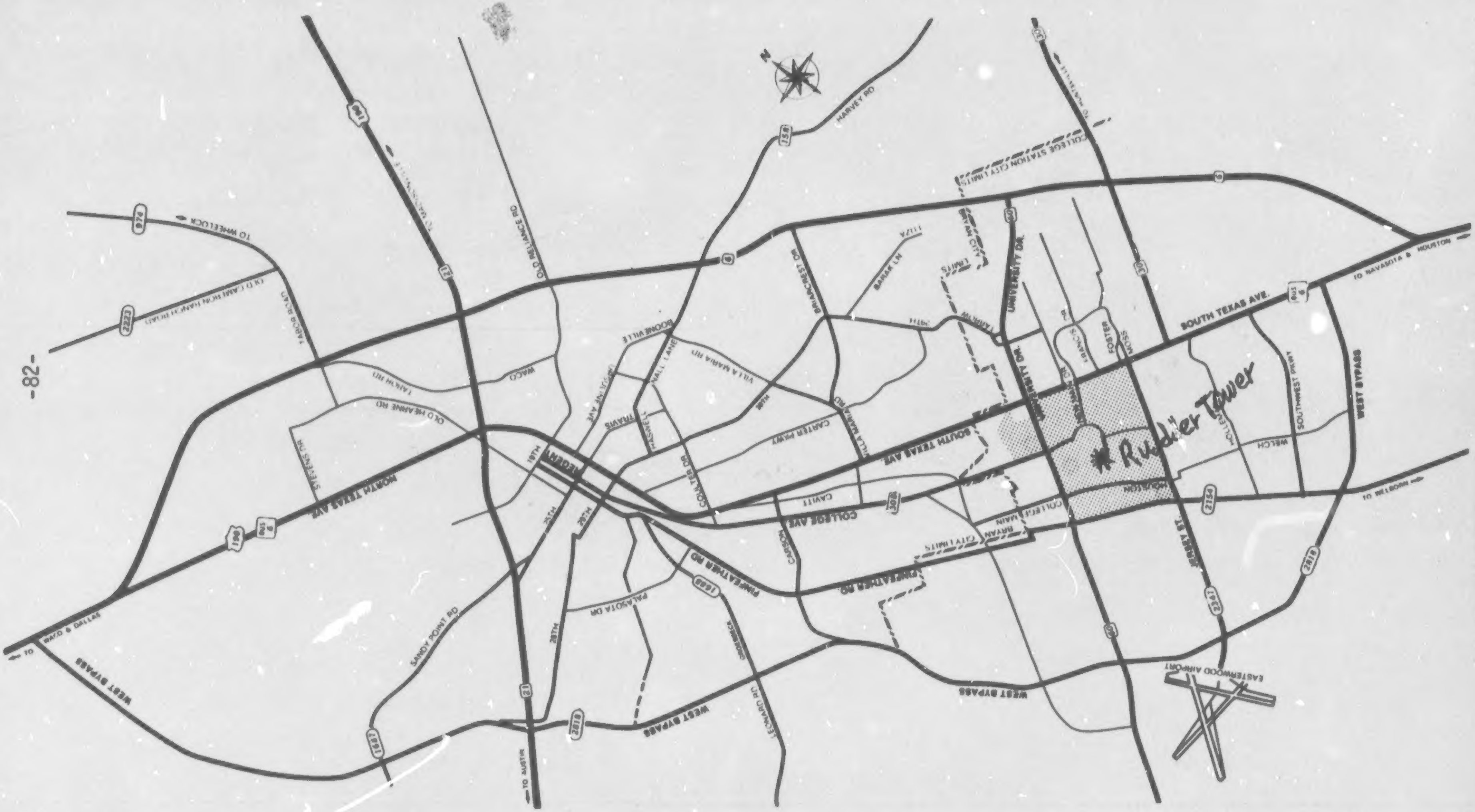
The possibility of required state certification for community educators is currently being considered. In anticipation of required certification becoming a reality, the Center for Community Education at Texas A&M University is offering graduate credit for workshops and other training which it sponsors.

If you are interested in receiving six hours of graduate credit for your training in community education this year, you must:

1. attend the full week of training in College Station, Aug. 29-Sept. 3, 1982;
2. attend a mini-follow up training session beginning the evening of October 28 and concluding at noon on October 30, 1982;
3. attend the mid-year Workshop December 2-3;
4. take a supervised internship in the Fall under the direction of the Center staff;
5. have at least a Bachelor's Degree (must indicate of transcript), and
6. return the completed Special Student Application for Admission form and an official transcript of credit from all universities/colleges attended to the Center for Community Education by August 20, 1982.

Tuition for the six hours will be approximately $140, payable by check, at the workshop, August 29 - September 3, 1982. This is not part of the workshop fee. It must be a separate check, and we will not know the exact amount until the date of the workshop.

BRYAN/COLLEGE STATION AREA MAP



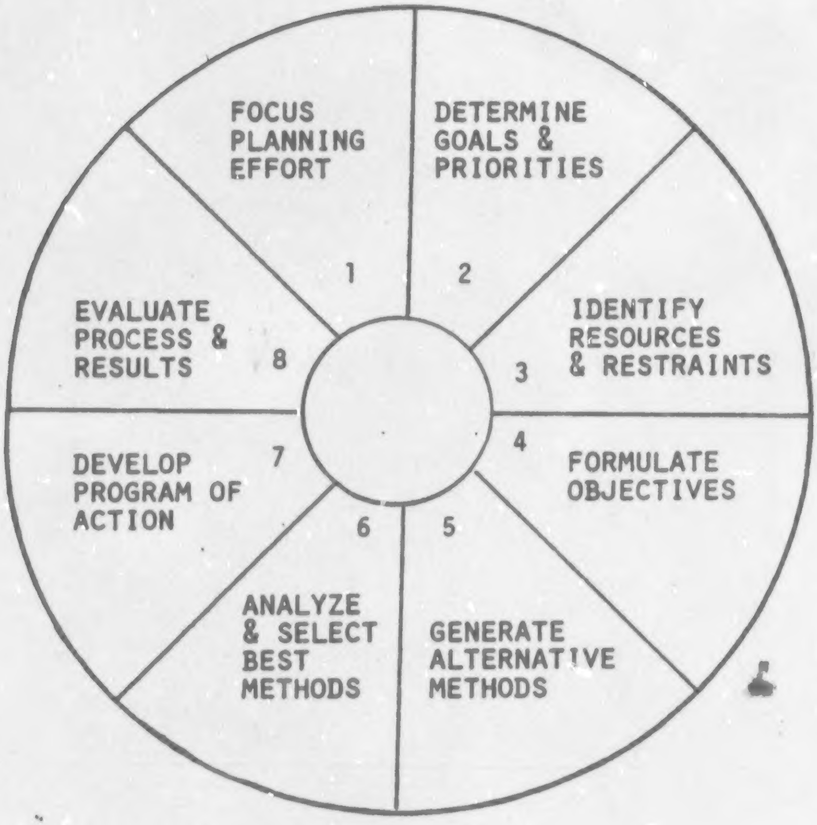
LIST OF AUDIO-VISUAL MATERIALS AVAILABLE FROM THE CENTER FOR COMMUNITY EDUCATION

16 mm	Suggested Strategies for Establishing a Community Education Program
16 mm	Cooperative Agency Relationships
16 mm	The Community School Coordinator
16 mm	The Community Council
16 mm	To Touch A Child (Spanish Version available in video cassette)
16 mm	A Sense of Community (Spanish Version available in video cassette)
film-strip	I'm Beginning to Grow
film-strip	When You Put Me to Work

NCEA Radio and TV Promotional Tapes

1. K-12 Program
2. Adult Programs
3. Services
4. Overview
5. Volunteers
6. Registration

BASIC STEPS OF PLANNING


FOCUS PLANNING EFFORT
1
DETERMINE GOALS & PRIORITIES
2
IDENTIFY RESOURCES & RESTRAINTS
3
FORMULATE OBJECTIVES
4
GENERATE ALTERNATIVE METHODS
5
ANALYZE & SELECT BEST METHODS
6
DEVELOP PROGRAM OF ACTION
7
EVALUATE PROCESS & RESULTS
8

(YOUNG, 1978)

BASIC STEPS OF PLANNING

I. Focus Planning Effort (What are we planning for)

II. Goal

III. Existing/Possible Resources

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

Existing/Possible Restraints

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

IV. Formulate Objectives

A.

B.

V. Alternative Methods for Achieving Objectives (Brainstorm list)

a.

b.

c.

d.

e.

f.

g.

g.

i.

j.

k.

l.

m.

n.

o.

VI. Analyze and Select Best Methods for Achieving Objectives (Discuss pros and cons)

I. Program of Action

What Activity?	Who?	Time Line	Resources Needed

II. Evaluation

A. Process - Monitoring of Progress (formative)

What Activity?	Who?	Date for Progress Report	Indicators for Acceptable Progress

B. Results - Did we accomplish what we wanted? (summative)

1. Who is responsible for collecting and reporting information?

2. What indicators will be used to determine the degree to which objectives were achieved?

C. Will program of action be modified and continued, or will it be phased out?

CEGA Game

(Community Education Goals Ascertainment)

INTRODUCTION

A program for ascertaining community educational goals and for developing community educational programs and activities was developed at the Center for Community Education at the University of Georgia with the cooperation of Center Directors from twenty-two other community education centers located throughout the nation.* The program is a modification of several techniques and strategies developed by the staff of the Northern California Program Development Center of Chico, and distributed by the Commission on Educational Planning of Phi Delta Kappa.**

This manual includes suggestions for community council or committee selection. It includes comments to support the rationale of community involvement in goals determination. The program includes materials and instructions needed by a school or school district to develop community-ranked community educational goals.

The involvement of members of the community provides:

1. Ranking of community educational goals in order of their importance
2. Assessment of how well current community education programs are meeting these goals.

This program is designed to have several advantages:

1. Maximum community involvement
2. Ease of administrating
3. Realistic time requirements
4. Reasonable cost
5. Immediate feedback

The success of this program depends on several factors:

1. Strong administrative support.
2. Ability to translate goals to programs and activities which will meet the identified goals.
3. Local conditions and educational policy with enough flexibility to follow the procedures outlined.

The first task is to decide upon a method to select a council or committee whose members will be the participants in ranking goals and determining the levels these goals are being met.

This community educational approach was developed to provide the realistic dilemma constantly confronting administrators. There will always be more demands than there are resources to meet these demands. By involving the community, the participants, hopefully, will appreciate the administrator's dilemma of resource allocation.

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*Identification of Community Education Goals with the use of the Delphi Technique Paul F. DeLargy, University of Georgia, 1973; and The DeLargy-Suddick Community Education Goal Ascertainment Instrument, Paul F. DeLargy and Dave Suddick, University of Tennessee at Nashville, 1973.

***Educational Goals and Objectives: A Model For Community and Professional Involvement*, B. Keith Rose, The Northern California Program Development Center; and Carrol Lang, Commission of Educational Planning, Phi Delta Kappa.

The second task is the ranking of priority goals by the community, determining at what levels the community's educational programs are presently achieving these goals, and establishing allocation of resources for programs and activities to achieve the established goals.

Included in this manual is a section concerning the Delphi technique and how it may be used to generate goals for any organization. The knowledge of this technique and the understanding of the model will enable the user to help any community agency or group determine its goals and their priority.

NASA Game

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in Democratic decision making. First you are to rank the items in the order of importance. Then you will join a small group to reach a group consensus. Later, Representatives from the small groups will join to determine a large group consensus. The merit of this process is that it unifies the group behind a decision which they can all support. A spirit of cooperation is required.

Consensus is sometimes difficult to reach. Therefore, not every individual or small group ranking will meet with everyone's complete approval. Try, as a member of the group, to make each ranking on which all members can at least partically agree. Think big. These are guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basic of logic, research, and knowledge.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.

3. Avoid conflict-reducing techniques such as majority vote, averaging or trading in reaching decisions.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

SIMULATION: ASTRONAUT'S MOON PROBLEM

Instruction

You are a member of a space crew originally scheduled to rendevous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendevous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Survival Items	Your Priority	Small Group Priority	NASA Ranking
Box of matches			15
Food concentrates			4
50 feet of nylon rope			6
Parachute silk			8
Portable heating unit			13
Two .45 caliber pistols			11
One case dehydrated Pet milk			12
Two 100 lb. tanks of oxygen			1
Stellar map (of the moon's constellation)			3
Life raft			9
Magnetic compass			14
5 gallons of water			2
Signal flares			10
First aid kit containing injection needles			7
Solar-powered FM receiver-transmitter			5

*Note to Director: NASA responses should be deleted from participants worksheet.

PROCESS: THE COMMUNITY EDUCATION GAME

INTRODUCTION

The simulation game you are about to play will teach you about an aspect of community education that is basic to the success of any such program. As you proceed, you will find that there are actually two parts, but the two are so intertwined that it is difficult to determine where one leaves off and the other begins. The two parts are first, the diffusion of an innovation, and second, the implementation of strategies to accomplish that diffusion process in the innovation of community education.

Diffusion of innovations is the branch of communication theory that is concerned with the spread of new ideas. It is the process for informing a social system about the existence of an innovation, and for building conviction about that innovation's utility. Traditionally, the diffusion-adoption process involves five successive phases, each denoting a greater degree of understanding and acceptance of the innovation. Those five phases are Awareness, Interest, Evaluation, Trial, and Adoption. The objective of this game is to advance twenty-four representative community members through the five phases of the diffusion-adoption process.

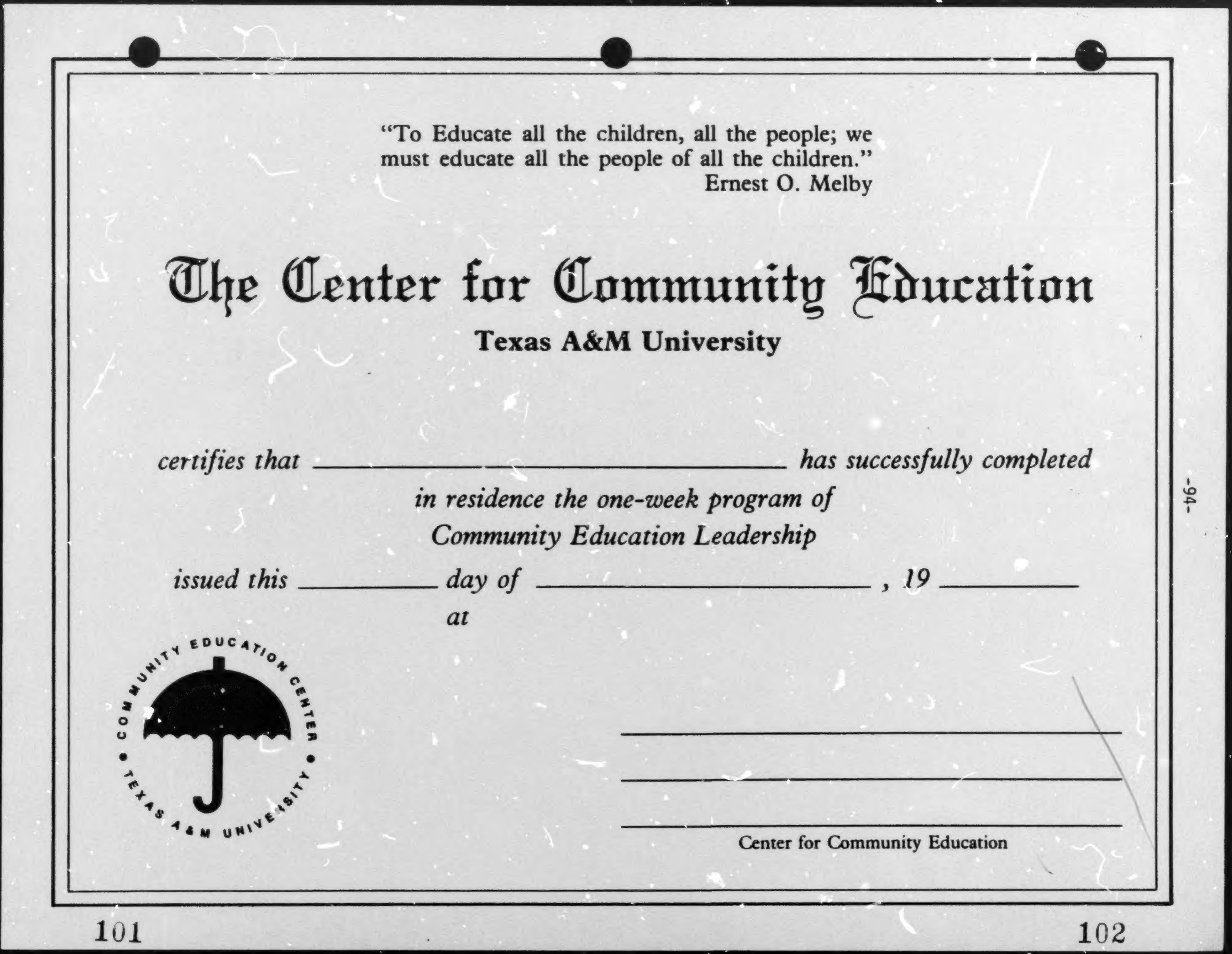
Community education is not just a program, it is a process that involves the entire community in developing solutions to problems which affect all community members. The community school, while serving as a focal point for some activities, is not the only vehicle through which community education is diffused throughout a community. Through the efforts of the Director of Community Education, all community members will be caught up in the diffusion process as they talk about the innovation to their friends and neighbors. Individual conversations, publications, public presentations, and other strategies may be employed to convince community members of the worth of community education. In this game, these strategies and others are available to you as you try to achieve your objective of making adopters out of the twenty-four community members.

Setting the Stage

You are a community educator who has just been hired to conduct a state-funded community education project in a medium-sized town in the western United States. The town has one high school, two junior high schools, and five elementary schools. Your appointment as Director of Community Education for the school district was one of the last things done by the previous superintendent before he unexpectedly died. A citizen's committee appointed by him was involved in the community education program from the time of its inception until you were hired. The committee ceased to exist with his death, and you alone are responsible for what happens from now on. Your objective is to persuade the twenty-four representative community members to adopt community education.

There are nineteen different strategies available for your use. These strategies have been selected to offer you a wide variety of proven methods for diffusion of the innovation of community education. Each strategy you use, as in real life, will require an investment of time and energy, and will cost one or more weeks. You have two forty-week contracts to achieve your objective. The game is over when you have used up all of your time or have persuaded all twenty-four community members to adopt community education. If you are a part of a group playing the game, the winner is the player who has the most adopters at the end of the game.

By playing this simulation game you can learn enough about yourself, the use of various diffusion techniques, and the implementation of specific strategies for diffusion of community education to help you succeed as a real-life community education director. If you do not have time to complete the game (it takes at least two hours), it is better that you complete part of the game very carefully rather than try to complete the whole game hurriedly. There is a great deal of information to analyze, so take your time, carefully plan your strategies, and evaluate the consequences of your actions.



"To Educate all the children, all the people; we
must educate all the people of all the children."
Ernest O. Melby

The Center for Community Education

Texas A&M University

certifies that ______________________________ *has successfully completed*
in residence the one-week program of
Community Education Leadership
issued this __________ *day of* ______________________, *19* __________
at

____

____

____
Center for Community Education

101 102

INPUT FROM PARTICIPANTS FOR MIDYEAR WORKSHOP

Instructions: Please indicate which topics you would like to see addressed at the Midyear Workshop by:

A. Ranking in the left hand column, in order of priority, the eleven categories listed.

B. Checking (✓) in the right hand column which specific areas you would like to see covered.

Rank Check

FUNDING (F)

1. How can I locate and secure additional funding for community education?
2. What are the resources available from my community?
3. How can I promote Community Education Legislation?
4. How can I present and plan a workable budget?

PUBLIC RELATIONS (PR)

5. How can I better publicize the community school programs?
6. How can I use the news media more effectively?
7. What should I consider in developing a plan for community relations as a continuous process?
8. How can I educate and make some people aware of the wide variety of services and opportunities available?

COMMUNICATION (C)

9. How can I better convince various groups that community education is an investment in people?
10. How can I better articulate my program to the school board?
11. How can I convince the "back to basics people" that community ed. is basic?
12. How can I help keep existing community school districts alive and operational?

PLANNING (P)

13. What methods are most effective for long range planning of community education?
14. How can I become a viable force in deciding issues that directly affect the total school district?
15. How can I recruit and encourage community participation?
16. How can I help promote community education statewide?

NEEDS ASSESSMENT (NA)

17. How do I know if I'm meeting the real wants and needs of the people?
18. How can I generate more ideas that would improve community life?
19. How can I better identify goals and objectives?
20. How do I determine community wants and needs?

K-12 and COMMUNITY EDUCATION INTEGRATION (K-12)

21. How can I better utilize the resources presently available in my district?
22. How can I better integrate the community ed. concept with the K-12 program?
23. How can I involve teachers in community education?
24. How do I dovetail my role as a school administrator with my role as an advocate of the people?

Rank Check

INTERAGENCY COOPERATION (IA)

25. How can I recruit and use volunteers in implementing community ed. programs? ☐ ☐
26. How can I better work with other agencies involved in community education? ☐ ☐
27. How does one convert wants and needs into programs and services? ☐ ☐
28. How can I enlist the help of more agencies to supplement community school programs? ☐ ☐

EVALUATION (E)

29. How can I develop a sound evaluation program? ☐ ☐
30. What kinds of evaluation data do I need to support community education? ☐ ☐
31. How can I develop a sense of community in a situation which does not recognize the importance of local community involvement? ☐ ☐
32. How can I improve on the process of community education? ☐ ☐

TRAINING (T)

33. How can I better utilize my community education staff with regard to the time spent on important priorities? ☐ ☐
34. How can I improve staff development? ☐ ☐
35. How can I improve my problem solving skills? ☐ ☐
36. How can I improve on the quality of inservice training for District Administrative Staff? ☐ ☐

COMMUNITY ADVISORY COUNCILS (CAC)

37. How can I improve the effectiveness of my community advisory council? ☐ ☐
38. How can I more effectively identify positive leaders for the community advisory council? ☐ ☐
39. How can I motivate community council members to take an active role in the improvement of their community? ☐ ☐
40. How can I best select community advisory council members? ☐ ☐

PROGRAMMING (PROG)

41. How can I develop a plan for identifying and effectively utilizing the school plant and other community facilities for community ed. classes and activities? ☐ ☐
42. Who and how do I recruit teachers for community ed. classes and activities? ☐ ☐

Other: Please Explain

Name ____________________ School District ____________________

Please return in the self-addressed envelope by November 12, 1982.

PLEASE DUPLICATE AS NEEDED

This instrument was developed by Dr. John E. Walker, Arizona State University.

OFFICE OF CONTINUING EDUCATION
ACTIVITY CONFIRMATION SHEET

Program Title: Community Education Workshop

Date: December 2-3, 1982 **Estimated Attendance:** 60

Room: 701, 701B **Recurring:** Annual ____ Semi-Annual ____ Quarterly ____

Sponsor: Center for Community Education

Responsible Individual: Dr. Cliff Whetten **Phone:** 5-2620

Room Assignment:

Date:	Thur. Dec. 2, 1982	**Hours:**	8 am - 11 pm	**Room:**	701, 701B
Date:		**Hours:**		**Room:**	
Date:	Fri. Dec. 3, 1982	**Hours:**	8 am - 5 pm	**Room:**	701, 701B
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	
Date:		**Hours:**		**Room:**	

Registration Service: Yes ____ No X

Dec. 1-2, 1982

40 guest rooms

By University Center personnel: Yes ____ No ____

Date: ____ Hours: ____

University Center Service

Charge: $ 90.00

Account no. 56095

Equipment (number requested indicated in parenthesis):

( ) 35 mm slide projector
( ) 16 mm movie projector
( ) Overhead projector
( ) Opaque projector
( ) Blackboard
( ) Lectern, floor
( ) Lectern, desk
( ) P.A. system
( ) Audience mike
( ) Tape recorder
( ) Extension cord
( ) Easel
( ) Pointer
( ) Table for coffee
( ) Other ____

Room Arrangement:

( ) Lecture — Chairs in rows facing lectern at front
(XXX) Workshop — Rows of tables with chairs on one side facing front
( ) Conference — Chairs around table
( ) Other (Draw example on separate sheet)

Please notify the Office of Continuing Education of any changes or cancellation (8-5-2023).

Approved: B Adams **Date:** 1/7/82
(Office of Continuing Education)

Approved: John Ruhl **Date:** 1/17/82
(University Center)

607

J. EARL RUDDER CONFERENCE CENTER
TEXAS A&M UNIVERSITY
BUDGET WORKSHEET

OGRAM TITLE Community Education Workshop DATE Jan. 22, 1982

TENTION Dr. Cliff Whetton PHONE 5-2620

In connection with your upcoming program, listed below is the nominal operating service arge that will be billed to your account.

* OPERATING SERVICE CHARGE

DATE	ROOM NO.	CHARGE (PER DAY)	NO. DAYS	TOTAL
Dec. 2-3,82	701,701B	45.00	2	90.00

TOTAL: $ 90.00

The above charges are contingent upon use of the facilities as originally confirmed. Any iditional facilities requested will, necessarily, mean additional charges.

We welcome your use of the Rudder Conference Center and if you have any questions, please ontact our staff at 845-5517.

THANK YOU,

John Richards
Scheduling & Services Manager

This operating service charge is to offset the direct payroll necessary to provide scheduling, preparation of workorders, room, audio-visual, and other equipment set-up and normal housekeeping.

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Center for
COMMUNITY EDUCATION

October 19, 1982

Dear Superintendent:

This letter is in response to your agreement with the Texas Education Agency to allow any new state funded community education person(s) from your school district to attend a mid-year practitioner workshop, December 2-3, 1982, in College Station, Texas. Please note that only those state funded community education personnel who are new to community education are eligible to attend. Do not send substitutes.

Your new community education coordinator should come prepared to learn, participate, and share in this training experience. We are also requesting that your coordinator be familiar with the community education proposal which your district submitted to the Texas Education Agency and that he/she bring a copy of it with him/her to the workshop.

The workshop will be held at Rudder Tower, Room 701, on the Texas A&M University campus. Parking will be in Lot 60, next to the Tower. Please display the enclosed Parking Permit. Participants must assume all expenses and make their own motel reservations. Please find enclosed a room reservation card for the campus motel, part of the Rudder Tower complex, (Single $27 - Double $32, Phone 845-1611). A block of 40 rooms given on a first come-first served basis for the nights of December 1 and 2 has been reserved. However, the motel must receive reservation cards by November 20 in order to guarantee reservations. Other nearby motels which your coordinator may want to consider are as follows: E-Z Travel Motel, Single $27.95 Double $34.95 (Phone 693-5822); Holiday Inn, Single $36 Double $41 (Phone 693-1736); Motel 6, Single $15.46 Double $19.74 (Phone 696-1631); Aggieland Inn, Single $34 Double $39 (Phone 693-9891). Please find enclosed a list of projects which will be represented at the workshop. If you plan to stay at the campus motel, we encourage you to share a room with another workshop participant. Dress for the workshop will be casual. Registration will be on December 2, at 1:00 p.m. in Room 701 of the Rudder Tower. The first session will begin at 1:30 p.m. The workshop will conclude on December 3, at 4:00 p.m. A workshop fee of $15 will be due at registration. Checks should be made payable to: Center for Community Education/TAMU.

There will be no further correspondence concerning the workshop, so please pass this information along to your community education coordinator and have him/her complete and return the enclosed attendance confirmation and participant input forms by November 12 to: Center for Community Education, College of Education, Texas A&M University, College Station, Texas 77843. Our Phone number is (713) 845-2620. If your coordinator attended last year's mid-year workshop, held in December, he/she should not attend this workshop. Thank you for your cooperation.

Sincerely,

Robt I Berridge

Robert I. Berridge, Director
Center for Community Education

Bill Pounds

Bill Pounds
Division of Adult and Community
Education, Texas Education Agency

ATTENDANCE CONFIRMATION

Mid-Year Workshop For New Community Education Coordinators
December 2-3, 1982
Texas A&M University

Please complete and return by November 12, 1982 in self-addressed envelope to:

Center for Community Education
College of Education
Texas A&M University
College Station, Texas 77843

Name of School District ____

Home Address ____

School Address ____

Name of person who will attend workshop ______________________________

Social Security Number of participant ______________________________

Business Phone (   ) ____________________ Home Phone (   ) ____________________
area code   area code

The following information will assist us in being able to more effectively meet the needs of your community education coordinator:

ADA of School District ____

Population of town or city ____

Number of months your coordinator has been involved in community education ________

If your school district has been involved in community education for several months, please indicate which of the following elements have been completed:

_____ Obtained a commitment to the community education concept by the chief administrative officer of the school district.

_____ The Board of Trustees has passed a formal resolution supporting the community education concept.

_____ A full- or part-time coordinator has been employed.

_____ A district-wide and/or neighborhood community education advisory council has been organized.

_____ A community-wide agency awareness and involvement program is being implemented.

_____ A community-wide public awareness program for community education is being implemented.

_____ K-12 staff and faculty inservice on the community education concept has taken place.

_____ A door-to-door random sample survey to determine community needs and interests has been conducted.

_____ Goals and objectives which address themselves to the identified needs and interests have been established.

_____ Community education classes and activities have been initiated.

_____ An evaluation plan for the project has been initiated.

_____ Please check (x) here if you are interested in obtaining graduate credit at Texas A&M University for your community education training this year

PLEASE DUPLICATE AS NEEDED

COMMUNITY EDUCATION MIDYEAR WORKSHOP

First Year Community Educators

December 2-3, 1982
College Station, Texas

1. How would you rate the workshop?

____ Outstanding ____ Good ____ Fair ____ Poor

2. Has the workshop included issues most pressing to you?

____ Frequently ____ Occasionally ____ Seldom

3. The purpose of this workshop was: (Circle one)

1	2	3	4	5
Unclear				Clear

4. The manner in which the workshop was organized and conducted was:

1	2	3	4	5
Poor				Excellent

5. Indicate the extent to which topics presented will assist you in improving or getting your project off to a good start.

1	2	3	4	5
Little				Very much

6. Workshop facilities were:

1	2	3	4	5
Poor				Excellent

7. How effective is the "Community Education Process" game as a teaching tool for first year community educators?

1	2	3	4	5
Poor				Excellent

8. From which topic(s) did you benefit most? ________________________________

____

9. What topics should be presented in future mid-year workshops for first year community educators?

____

____

10. Did you attend the Institute for New Community Educators, Aug. 29 - Sept. 3?

Yes ____ No ____

11. Comments: ____

____

____

THE WORLD'S LARGEST CHAIN OF MOTELS, HOTELS AND RESORTS FOR RESERVATIONS DIAL TOLL FREE (800) 528-1234

BEST WESTERN VILLA CAPRI

November 10, 1982

Dr. Clifford Whetten
A & M University
Center for Community Education
College of Education
College Station, Texas 77843

Dear Dr. Whetten:

We are delighted to confirm to you a block of room accommodations on a DEFINITE basis in the name of Community Education ____________________, as follows

Arrival: January 26, 1983 Departure: January 27, 1983

Rooms Blocked: 40
Date changed from January 18, 1983

Room blocks are held until 3 weeks prior to arrival date, at which time all unreserved rooms are released to the public.

Group rates are as follows:

Single................one bed-one person...............$38.00
Double................one bed-two persons..............$43.00
Double-Double.........two bed-two persons..............$48.00
Each additional person.................................$ 5.00
Special type of accommodations, rates upon request.
All rates plus 7% tax.

Reservations are held until 4:00 p.m. without deposit, if arriving later than that hour, rooms must be guaranteed by cash or credit card. Credit cards accepted are American Express, Carte Blanche, Diners Club, Master Charge and VISA. Check-in time is 2:00 p.m. and Check-out time is 12:00 noon.

Thank you for choosing the all new Best Western Villa Capri. For future coordination of details regarding your group, please contact Mrs. Jerry Turley, Sales Administrator at 512/476-6171.

Sincerely,

Jerry

Jerry Turley
Sales Administrator

Please sign and return copy

____
Approved by

____
Title

____
Date

JT/sv

2400 NORTH IH 35 • AUSTIN, TEXAS 78705 • A/C 512 476-6171

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

January 5, 1983

Dear Community Educator:

Just a reminder concerning the upcoming workshop for experienced community educators. The workshop will be held at the Villa Capri Hotel in Austin, January 26-27. The agenda will be as follows:

January 26

2:00 - 2:30 p.m.	Registration, Childress Room
2:30 - 3:30	Community Education Legislative Update
3:30 - 5:30	Visit with your Legislator (make your appointment now!)
6:30 - 8:00	Dinner -- Keynote address: "The 1980 Census: Implications for Texas Community Educators," Dr. Robert L. Skrabanek, Texas A&M University.

January 27

9:00 - 10:00 a.m.	Reports from visitations with Legislators What do I do next?
10:00 - 11:00	Concurrent Sessions Group A (Foundation Funded Projects) TEA Applications, FY-84 - Bill Pounds Group B (Developmental Funded Projects) A Sharing of Community Education Promotional and Awareness Ideas and Materials
11:00 - 12:00	Concurrent Sessions Group A (Foundation Funded Projects) A Sharing of Community Education Promotional and Awareness Ideas and Materials Group B (Developmental Funded Projects) TEA Applications, FY-84 - Bill Pounds

There will be a $15 registration fee, payable at registration, to cover the cost of the evening meal and other incidentals. Please bring multiple copies of any Community Education course brochures and promotional materials you may have. These will be shared with the other participants at the Thursday morning 10:00 and 11:00 a.m. sessions.

TCEA will have the following items available for purchase at the workshop:

Brochures - Large quantities of the attractive "Let's Open the Schools" brochure, produced by the Rocky Mountain Center, will be available for a very nominal price.
Coffee Mugs - These mugs have the 10 year anniversary Community Education logo on them.
Buttons - These buttons have the 10 year anniversary Community Education logo on them.

We look forward to seeing you in Austin!

Sincerely,

Robert I Berridge

Robert I. Berridge, Director
Center for Community Education

Workshop for Experienced Community Educators

Villa Capri, Austin
January 26-27, 1983

1. How would you rate the workshop?

   _____ Outstanding _____ Good _____ Fair _____ Poor

2. Has the workshop included issues most pressing to you?

   _____ Frequently _____ Occasionally _____ Seldom

3. The manner in which the workshop was organized and conducted was:

   1 2 3 4 5
   Poor Excellent

4. Indicate the extent to which topics presented will assist you in improving your project and in promoting community education.

   1 2 3 4 5
   Little Very much

5. Workshop facilities were:

   1 2 3 4 5
   Poor Excellent

6. From which topic(s)/experiences did you benefit most?

   ____

   ____

7. Were you able to visit with a legislator yesterday?

   Yes _____ No _____

8. Comments: ______________________________

   ____

   ____

   ____

A Variety of Get-Acquainted Ideas

1. Partners in Introduction Interview (written or verbal)-each participant introduces partner.
2. Introduction Bingo--bingo cards with blank squares, first person to have card completed with signatures of others is winner
3. Personal article that represents individual--with what does person identify e.g. telephone, hair brush, etc. and why
4. 20 questions activity--ask questions to find out information about each person
5. Introduction/Listening Technique--self-introduction and feedback from listeners
6. Self-introduction
7. Ask names or nicknames
8. Tell your name & everyone's before you
9. Adjective that describes you and your name (i.e. happy Sue)
10. Draw a picture of what you like to do, pin it on yourself
11. Name tags
12. Blindfold - voice association
13. Get someone you don't know and find out their favorite food & hobby (or any number of things)
14. Introduce person on your right
15. Color coded groups
16. Shake hands with those around you
17. Equal numbers - men & women introduce member of opposite sex
18. Each person tell about his own family
19. Call each person's name and stand up (only after another activity)
20. Tell "native" home, school, etc.
21. Age groups i.e. those who are 29 ... 28 ... 27 stand up and introduce self
22. Adjective starting with same letter as name, i.e. Aggressive Amy
23. CB handle (real or made up)
24. Beans - each person start with 5 beans, identify other people by name If correct, get one bean, if incorrect give away one bean.
25. Favorite TV program--guess who likes what
26. What three adjectives would you most want to be remembered for?
27. "What's My line"--guess each person's occupation
28. Identification - Fruit or Affliction--Participants are to select either a fruit or affliction (i.e., broken leg, sore throat, etc) to describe who they are. For instance, someone might say that he is like a backache because although identified, he can never be removed. Each participant should select something he or she feels describes who they are.
29. Song--Select well known songs and substitute names for the subject of the song. For example: in the "Yellow Rose of Texas," substitute a person's name for "Texas" or "Rose." The objective here is to construct a humorous situation in which people learn names through the ridiculous.
30. Famous Person--Participants write out a famous name on a piece of paper and pin that paper on the back of someone else. No one is to see the name pinned on his/her own back. The object of this exercise is for each person to guess what famous name is pinned on his/her back. This is to be accomplished by asking any of the participants questions producing only yes or no answers.

31. Match Name--Hand out blank 3X5 cards. Instruct each person to print his or her name on the card. Collect each card, mix them and hand them back to the participants. Make sure no one has his or her own card. The object of this exercise is to locate and meet the person whose name is on the card. You may want to find one or two significant bits of information about this person to share with the entire group.
32. Statements Depicting Self--Each person is to write on a 3X5 card two or three statements about himself. The cards are then collected, mixed and returned to the participants being careful that no one receives his or her own card. The object of this game is to ascertain who someone is by matching the statements to the person. This will be accomplished as the participants informally interview one another in attempt to match the statements to the person.
33. Puzzle--On a large sheet on contruction paper, draw a puzzle with many pieces. Now, cut these pieces out and place in suitable container. Each person is to take one of the puzzle pieces and write his or her name on it. The object of this exercise is for everyone to work together as they assemble the puzzle. Should there be more blank pieces than people, each person might write his or her first name on one and last name on another. It would be better if all pieces had names on them but it is not absolutely necessary.
34. Scrambled Facts--Participants are to print on a 3X5 card two or three factual statements about themselves. Those cards are to be collected, mixed and handed back to the participants. No one is to receive his or her own card. The object of this exercise is for each participant to match the statements with the person. This is to be accomplished by informally going from one person to the next and asking whether or not these statements refer to that person.
35. Name Association--The purpose of this game is to determine a person's name by word association. Each person should think of a word which can serve as a clue to his or her name. For instance, if your name is Miller you might say "I'm a beer named ________." All the participants are to engage in dialogue attempting to discover other names as well as offering clues to thier own identity.